

# Forum

VOL. III NO. 5  
FEBRUARY 1949

## *In This Issue*

GENERAL CLERICAL and  
OFFICE MACHINES

- JEFFERY
- KEITHLEY
- LAMB
- TORMEY

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February: The *Forum* takes a close look at teaching business machines. That section from pages 27 to 48, you will notice, is all about business machines and general clerical training.

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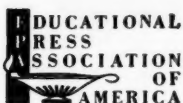
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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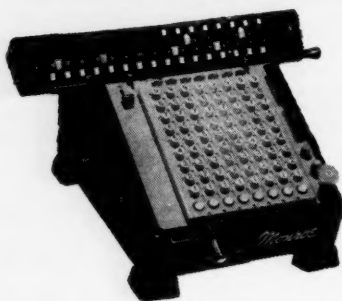
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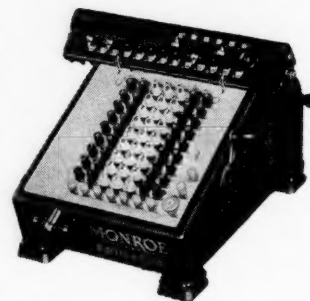
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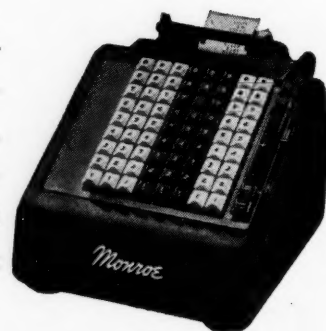


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## Editorial Statement and Presentation

*M. Gertrude Roughsedge is Head of the Department of Business Education at the Medford, Massachusetts, Public High School. Her work in office machines and clerical practice has attained national recognition. She has written extensively in this field and is a favored speaker at institutes and national programs.*

*The cooperative training work experience program organized under the direction of Miss Roughsedge at Medford has received special commendation in the Press, and the program is eagerly studied by communities in this country and abroad.*



The General Clerical and Office Machines areas of business education present a challenge to *all* business educators. Too long have we been putting all of our "eggs in one basket" so to speak in teaching, writing and speaking about shorthand, typewriting and bookkeeping to the exclusion of all else. Certainly this is not a new statement in any sense of the word. Leaders in the field of Business Education in the decades just passed have been saying this same thing over and over again.

It is well that the FORUM has planned its issues to cover all logical major topics in Business Education and that General Clerical and Office Machines has been assigned a place in its schedule. Teachers everywhere will welcome the February issue of UBEAF FORUM for its timeliness.

Miss Roughsedge and Dr. Lamb are to be congratulated on the materials they have so wisely selected.

J. FRANK DAME, Consulting Editor,  
UBEAF FORUM, Florida State University,  
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# UNITED SERVICES

## GENERAL CLERICAL AND OFFICE MACHINES

GERTRUDE ROUGHSEDGE, Editor  
MARION M. LAMB, Associate Editor

### GENERAL CLERICAL AND OFFICE MACHINES EDITOR COMMENTS

General clerical training has been just that—general. There are many who believe that we now have a common understanding of what is meant by clerical training; on the other hand, there are as many who seem not to have acquainted themselves with the newer concept.

The first approach in planning for adequate preparation of our clerical pupils is to find out what business requires. Too often do we discuss the needs of the office worker in a scholarly fashion without recourse to the business supervisor for advice. When we do consult the business office, we make a formal call and receive information which may not be pertinent to our study because we have not given sufficient time to acquainting ourselves with the *complete* picture of the demands of the business office.

In this issue of the *FORUM* we are presenting a group of supervisors in business who are concerned with the problem of securing beginning employees who will be promotable; of guiding the employees to adjust themselves to the routine of business; and of developing successful planning for the greater good of employer and employees.

The Misses Grainger, Kroepsch, and Russell, Mr. Barnard, and Mr. Turner are in large home office insurance companies. Miss Martin and Mr. Flickinger are informing us from the small office. Their work has been notably successful. The results which they obtain and the impressions which they have gained are invaluable to those who are interested in general clerical and office machines training. The office work found in the insurance business is typical in its many ramifications, so that application of it can be made to any kind of office.

Business correspondence has demonstrated its value in the curricula of our universities and colleges. Mr. Keithley presents for our readers the objectives of the course given at the University of California at Los Angeles.

The practical advice given by the business supervisors together with the opinions expressed by Miss Tormey, Mr. Keithley, Mr. Jeffery, and Dr. Lamb will help in our thinking along the lines of general clerical demands. Much time should be given to planning in this field. Too many educators avoid it altogether. Let us continue the discussion set forth in this issue. If you have something to add, send it to us, that out of such a study we may have a common understanding on a par with that prevailing in the teaching of shorthand and typewriting.

### SERVICE AND ISSUE EDITORS

October (1948) Shorthand—Thelma Potter Boynton, 106 Morningside Drive, New York, N. Y., and Ann Brewington, School of Business, University of Chicago, Chicago, Ill.

November (1948) Typewriting—John L. Rowe, Teachers College, Columbia University, New York, N. Y., and M. Fred Tidwell, University of Washington, Seattle.

December (1948) Bookkeeping and Accounting—Milton C. Olson, State College for Teachers, Albany, N. Y., and Fred C. Archer, State Teachers College, St. Cloud, Minn.

January (1949) Modern Teaching Aids—Harry Q. Packer, State Department of Public Instruction, Board of Education Building, Wilmington, Del., and Lewis R. Toll, Illinois State Normal University, Normal, Ill.

Book Reviews—Jessie Graham, Supervisor Business Education, Adult and Vocational Education Division, Los Angeles City Schools, and Hyla Snider, Connecticut College, New London, Conn.

February (1949) General Clerical and Office Machines—Gertrude Roughsedge, Medford High School, Medford, Mass., and Marion M. Lamb, The University of Houston, Houston, Texas.

March (1949) Basic Business—Harold B. Gilbreth, Winthrop College, Rock Hill, S. C., and Ray G. Price, University of Minnesota, Minneapolis.

April (1949) Distributive Occupations—William R. Blackler, State Department of Education, Sacramento, Calif., and John A. Beaumont, State Department of Education, Springfield, Ill.

May (1949) Office Standards and Co-operation with Business—Harm Harms, Capital University, Columbus, Ohio, and Arthur S. Patrick, University of Maryland, College Park, Md.

## SHORTHAND

THELMA POTTER BOYNTON, Editor  
ANN BREWINGTON, Associate Editor

### LET'S KEEP SHORTHAND TEACHING PROGRESSIVE

Contributed by Sister St. Mary Donald, C.N.D., Mount St. Bernard College, Antigonish, Nova Scotia, Canada

The trend in shorthand teaching today seems to be centered around the supply and demand basis. Teachers are anxious to give business what it wants and thus the normal curve turns to production standards rather than the "words per minute" rating. It is not a question of "How fast can you write?" but "How much can you do?" With this fact in focus, can teachers afford to be interested in shorthand teaching as an art—a subject to be learned in itself and for itself—or is shorthand simply a means to an end? Fundamentally, shorthand seems to be offered to the public only for what it can produce in the way of a lucrative subsistence. At the same time, teachers must be aware of the fact that the successful artisan must be able to take legitimate pride in accomplishment. Therefore, the problem remains for present-day teachers to teach shorthand as a skill subject, and, at the same time, teach it faster, more thoroughly, and more progressively than formerly.

So many systems of shorthand are on the market today and each succeeding one boasts that it has something better to offer the public than its predecessors—you can learn faster, write faster, and obtain a high degree of marketable skill in a relatively short time. If such is the case, the duty of the average shorthand teacher is quite clear. She must make the very best of the shorthand system she teaches so that her students will not be at a disadvantage as compared with students who learn other systems. This presupposes continual progress in teaching methods: research, experimentation in motivation, applied psychology, careful student guidance, proper stimuli, sympathetic understanding, recognition of individual differences, skillful presentation of matter, strategic drilling, setting a fast pace, high goals, and enthusiastic teaching. These ingredients, if well blended together, will produce the desired results.

This article is being written as a result of a research program which was carried out with considerable success during the past college year. No attempt to adequately cover any one particular phase of the learning process will be made, but a few of the principles which seemed to contribute to the ultimate gain in work experience will be mentioned. Suffice it to say at the outset that the students were able to advance one month ahead of schedule as compared with former years.

The shorthand class consists of thirty-five students—all high school graduates who enter college about the

middle of September and complete their one-year secretarial course the latter part of May. The minimum requirement for graduation is the successful completion of the eighty word per minute. The average student secures the 100 w.p.m. award while five per cent qualify for the 120 w.p.m. certificate. Occasionally, a student with one year's instruction manages to obtain 140 w.p.m.

These standards compare favorably with many other successful schools and the students give excellent satisfaction on the job. My reaction to previous attainments in skill building is that teachers cannot afford to be satisfied with a set standard—a given goal—a certain method. "Not to go forward is to go backward." If you are not progressing somebody else is. Your students must never feel that they could be better taught elsewhere. Since nothing succeeds like success, the shorthand pupil must *feel* successful—*see* something for his efforts day by day—*measure* his own progress—and take justifiable *pride* in achievement.

#### Transcription

I attribute the major part of the progress last year to *early transcription*. Every teacher realizes the value of transcription and there are numerous methods at her disposal if she wishes to make use of them. There are also various supplementary texts which the teacher may use to further her project. Well planned, graded transcription material used daily, is a necessity.

It is preferable to begin dictation from practiced material towards the end of the first chapter of the manual. Transcription of dictated material can be done in long-hand until such time as the student is able to use the typewriter. When the keyboard is covered (about the sixth week) the student may attempt easy transcription at the typewriter. As the course progresses, students should be given a full period daily for transcription apart from the regular shorthand and typewriting periods. This is equivalent to two forty-five minute periods daily in shorthand and it is not considered too much to students who have only eight short months to prepare for a business career.

Emphasis on fast dictation and transcription is impressed upon pupils in first lessons. *How fast* depends upon circumstances. For some classes it will be sixty w.p.m. and for others a higher rate. When the teacher judges that her students are ready for a regular transcription textbook, a definite plan of procedure should be introduced. The following is a suggested generalized plan for home study: (according to text we use)

- (1) Check on shorthand outlines in vocabulary.
- (2) Review division of words and English grammar rules.



- (3) Complete English supplementary practice.
- (4) Self-reading test from shorthand plate.
- (5) Self-writing test from longhand translation—check with plate.
- (6) Correct any incorrect shorthand outlines.
- (7) Practice speed writing from shorthand plate.
- (8) Check on phrasing.

Thus, an organized preparation for the transcription period eliminates many valuable class hours which would otherwise have to be devoted to this necessary foundation work. In substance, the work of each day will be similar but the presentation should vary so as to avoid monotony. Keep individual progress charts from time to time. A period of two or three weeks at a time is sufficient. Substitute the chart for some other motivating device—project, game, and the like. Naturally, a full transcription program solidifies shorthand theory—encourages fast reading of notes, increases production output, helps to produce speed and accuracy, and provides for a more speedy transition from the classroom to the office.

#### Other Contributing Factors to Successful Teaching

Although I have listed early transcription with an accompanying textbook as the first contributing factor to fast shorthand reading and writing, I believe that careful planning of the entire program must be given credit for the ultimate success of any subject. You plan your work and then work your plan. By this, I do not mean that you must be a slave to a plan. Fundamentally, you have to follow logical sequence in your teaching of theory, but you can change your method of presentation like a weathercock. Let every shorthand period be different—full of surprises. The blackboard can serve to good purpose here. Write something on the board each day which will catch the eye of the pupil as soon as he enters the room. This device is an attention-catcher and there is not time for idle conversation before the period begins. You may write a verse from some song, poem, jokes, puzzle, quotations, short review sentences, class announcements, and the like. Have various ways for checking home assignments so that pupils will be kept guessing as to what your next move may be. This keeps them alert and they come prepared to give an account of any part of their assignment.

Under "planning" one can list a multitude of little devices which lend themselves to the creation of shorthand atmosphere. I am not considering here the correlation of shorthand to business English, spelling, and vocabulary. It is taken for granted that the shorthand teacher will plough a barren field without the solid foundation of English mastery.

The progressive teacher is never satisfied with the fulfillment of minimum requirements in demand at the

time, but should always aim at maximum attainments. Give the students a goal to work for which will be subject to constant change as the work progresses. Always keep the goal a little beyond the reach of the best students. That is, when one goal is reached, the next step must be quickly introduced.

Have a part of the blackboard space allotted to homework assignments and write down *in shorthand* the special matter required for each day . . . each week . . . as necessity or convenience suggests. The teacher's special plan book should be well organized so that she always knows where she is going.

#### Theory

Rules in theory should be taught in a modified way, not actually memorized as such, but merely brought out to give logical reasons as to *why* you write a certain word in a certain way. The students can have recourse to the manual when a problem presents itself. Generalization in presenting new material is preferable to predigestion of principles for the students. The latter method leaves nothing for the student to accomplish for himself. Emphasize good reading habits in shorthand—grasping content intelligently. Write notes fast from the very beginning. Outlines should be checked for penmanship and accuracy frequently.

#### Review Work

Every class period should be devoted to a short review session. Possibly some students have a "bugbear list" in which certain difficult words are listed. When these words are mastered, the list gradually declines through the process of elimination. A chapter test given at suitable intervals is also a valuable check on past work. The test is given to best advantage from seven to ten days beyond the completion of the chapter to be tested. Our pass mark is 90% and those who fail to make the required pass mark on the second trial join our clinic. This is where the work of the monitor comes in. A special time is set aside once a week for the benefit of the slow pupil. Each student who has difficulty with her shorthand studies is assigned to a monitor (one of the more advanced students) who will act as guide and counselor. An analysis of errors and study habits may be made. Suggested methods for remedial practice will be introduced and followed until definite progress is assured. The girls jokingly call this procedure the "cure." It works and that is significant enough. Any teacher can teach a good student with moderate success, but it takes considerable planning on the part of a teacher to think out ways and means of helping a slow student to attain success.

(Continued on page 47)



# UNITED SERVICES

## TYPEWRITING

JOHN L. ROWE, Editor  
M. FRED TIDWELL, Associate Editor

### MOTIVATION DEVICES FOR STUDENTS IN COLLEGE TYPEWRITING CLASSES

*Contributed by E. C. McGill, Kansas State Teachers College, Emporia, Kansas*

Are the motivating factors in typewriting any different for college than for high school students? If so, how can we better motivate and stimulate the progress of enrollees in college typewriting classes? Do these techniques require any special skills and information of the classroom teacher? Are motivating techniques in any way related to the purposes and objectives of the course being taught? Can we safely assume that environment in the classroom, on the campus, in the community, has an effect upon the progress of work performed in the typewriting class? Are the vocational objectives, as well as the understanding of these objectives, important for the instructor who desires to promote greater student progress? These questions are all pertinent to the problem of better motivation in the teaching of typewriting. An attempt will be made in the next few paragraphs to stimulate our thinking regarding their importance.

According to Webster, "motivate" means to impel or induce. Motivation is a provision for inducement. A device in the general sense is something thought out, a plan, scheme, or design. Then, motivation devices in typewriting could be thought-out plans, schemes, or designs that would bring about inducements to do better work in practice and classroom activities.

Probably most teachers of typewriting will agree that the factors that stimulate high school students to greater performance will be of lesser value to college students. The use of simple games and contests will prove interesting to high school youth, but will be of little or no value in promoting greater effort on the part of college students. Appealing psychological factors change very rapidly as youth grows from its reckless and adventurous stage into the more serious and objective attitude of the college student.

College students will not be challenged by the frivolous and less material objectives of typewriting. It is the duty of the instructor to find out as much as possible about the vocational objectives of those students enrolled in typewriting. Then, design the variable factors in the course to meet more nearly the needs of the students enrolled. It is usually correct to assume that the great majority of the typewriting enrollees have fairly certain vocational objectives in view, in which the use of the typewriter will be an important factor.

College typewriting students are not looking for easy college credit. The course should be redesigned to include practice material and production practice that is pertinent to the student's vocational objectives.

The classroom itself must become a beehive of activity in which tangible production work is performed every day. Practice periods should be arranged to resemble an actual office instead of the formal atmosphere found in most classrooms. Regular business forms and text material should be used in typewriting practice. Just as soon as adequate skill is developed, every possible effort should be made to provide practice material that will actually be used in business. The psychological factor of knowing the work will be used will stimulate more intense interest than can possibly come from practice that is destined for the waste basket. Practice material must be adequate for cultivating the proper habits along with the desired operating speed; however, long budgets or outside problems should be avoided. Students generally consider such assignments as busy work. When this attitude develops, the incentive for learning is jeopardized. Instruction should be planned so that all activities are supervised in order to be sure that the proper techniques are developed and job standards are maintained. Whenever possible, problem material should come from business situations instead of a textbook.

Teacher personality becomes an important factor in the motivation of students. Instruction must be forceful and dynamic enough to demand attention as well as respect. A pleasant, jovial attitude on the part of the teacher will promote relaxation and confidence in the learner. The practice of frequent demonstrations is commendable and will show the student the exact method or procedure for performing a task or correcting a technique.

Many devices may be used to promote greater interest. This is especially true if the instructor realizes that these devices must be varied and make a contribution to the objectives of the course. The following techniques may prove helpful in motivation for both teacher and student:

1. Bar graphs which measure individual progress.
2. Demonstration by skilled visitors.
3. The use of typewriting technique films.
4. Establishment of weekly goals in terms of average and minimum speeds developed from past experiences.
5. The use of individual score cards for manipulative and operating techniques.
6. Introduction of some new material every day.
7. Careful error analysis with the application of the proper remedial practice provided.

## TYPEWRITING

If student interest is to be maintained over a long period of time, one must teach objectively. Not only every lesson, but each part of every lesson, must have a definite objective to be accomplished through its performance. The students should definitely know what the lesson objective is so they may strive for it. It is only human nature for one to be able to perform better if the aims and reasons for such practice are known. Objectives need not be complicated nor lengthy to be valid. Whole periods may well be spent on developing a quick stroke on certain letter combinations; or the objectives for the day might well be that of "keeping the eyes on the copy," adjacent letter practice and many others. The pertinent point is that every stroke of practice must be done for a purpose which is known and recognized by both student and teacher.

If real progress is to be achieved in the proper motivation of students, certain skills, information and techniques must be possessed by the instructor. The teacher must be able to analyze student difficulty quickly and at a distance. Knowledge must be possessed of the proper remedial practice to be applied at once. The teacher must be well acquainted with current business and office practices, as well as with the forms, letter styles and duties encountered in all types of office employment. Typewriting teachers should be able to demonstrate all techniques to the students. They should grasp the import of a student's difficulty before a bad habit becomes fixed and direct the proper corrections immediately.

The objectives and purposes of a course should be well-defined and clearly stated to all concerned. If students are cognizant of the intent of the instructor to use the objectives as a guide and to direct clearly all practice and drill work toward their accomplishment, they will be inspired to make greater effort to perform well. The assigned practice becomes more meaningful when drill work is pertinent to the aims possessed by class members. Instructors must make a special effort to point out the connection between assignments and the desired accomplishments of the typewriting course. Unattached and disconnected work will soon lead to the development of a careless attitude on the part of many students.

The environment factor is just as important in typewriting as any other subject in the business curriculum. If one is to enjoy the practice in typewriting, the proper emotional attitude must be developed toward the work. The environment has a great influence on how an individual feels toward any work which is under-

taken. The typewriting room should be arranged and equipped so as to resemble an office as much as possible and yet provide efficient use of room space. The light should be twenty foot-candle power on the copy surface. Chairs and tables must be adjusted to the proper height in order to avoid fatigue. If the general atmosphere bespeaks of efficiently organized class direction, students will be prone to respond more readily to instruction. General cleanliness, orderly arrangement and businesslike direction will motivate all students to the cultivation of better typewriting and office habits.

The vocational objectives of the typewriting course must be kept before the students, especially those who are beyond the elementary level. Job standards of production should be established as an overall goal. Measurement should be in terms of general office rewards. Close coordination of classwork and business practices will provide proof of the vocational reliability of the instruction provided. Whenever students have developed adequate skills, they should be encouraged to obtain part-time office work so they may apply classroom skills to actual job situations. An interesting, well-motivated typewriting course will be more than just directed technique practice; it will provide information about office etiquette, general business information and behavior.

In summary, the following pertinent points are re-emphasized for the reader's consideration:

1. Mental relaxation is a pertinent factor in creating interest in typewriting.
2. Environment must be conducive to promoting good work habits.
3. Typewriting must be taught objectively with every drill pointed to a particular objective or reason.
4. The learner must be induced to see his accomplishments rather than the lack of accomplishment.
5. The instructor must possess adequate knowledges and skills for conducting an impressive class routine.
6. The instructor must observe closely so as to correct incorrect techniques before the student develops a defeatist attitude.
7. The course must be sold every day by providing new material, instructional techniques and procedures.
8. Good work habits create an interested student who will enjoy the course.

# UNITED SERVICES

## BOOKKEEPING AND ACCOUNTING

MILTON C. OLSON, Editor  
FRED C. ARCHER, Associate Editor

### "MY STUDENTS AREN'T LEARNING"

*Contributed by Roswell E. Fairbank, Supervisor of Business Education, The Milne School, New York State College for Teachers, Albany, New York*

A supervisor of student teachers of bookkeeping is frequently confronted by a teacher with the problem, "My students aren't learning." Investigation usually discloses that the student-teacher has been aware of the problem for some length of time; he has tried a variety of techniques, approaches, and tricks of the trade, but there has been no marked improvement in learning. It is seldom that the teacher has really thought through the problem to the extent of locating and isolating the real cause or causes of the failure to learn. He has been content with observing symptoms only, and with treating symptoms with a patent cure-all, when he should have back-tracked through the problem to its source and treated the cause of the learning difficulty at its very roots. *The successful method of teaching is that method which recognizes basic learning difficulties and which reduces or removes causes of learning difficulties.* Any other method resembles quackery and is as likely to secure better learning as an asafetida bag around the neck is likely to ward off illness.

The procedure of the supervisor in such a case is to work with the teacher toward recognition of successful method by cooperatively working back through the problem toward location of the basic cause of learning difficulty. We observe the student in action, analyze his oral and written work, and refer to significant records of past achievement and behavior. We supplement this procedure by three-way conferences of student, teacher, and supervisor, and frequently call upon the parents for their contributions. From this cooperative study, we arrive at a probable cause of the difficulty and find that we can draw from an infinite variety of appropriate techniques and materials suggested by the very nature of the problem. There is no longer a need to search and grope for the right technique; we can treat the cause of difficulty with confidence that we have an effective remedy. Improvement in student learning testifies to the merit of this procedure.

Experience with this procedure has shown that certain areas of basic learning difficulty appear again and again with bookkeeping students. Some of those areas are presented here to illustrate the nature of learning difficulties and the way in which student problems, once located, can be suggestive of sound teaching procedures. Many appropriate methods of treating the problem will

become apparent as the problems of the student are revealed.

#### Vague Objectives

Students frequently raise such questions as: "How do I make this entry?" "Why do I credit that account?" "When do I post?" "What do I do now?" These questions suggest that the student is looking for a pattern of procedure, that he is busy performing mystic rites which, if properly executed, will bring him to the end of the job and relief from the attention of the teacher. His problem, though unrecognized perhaps by him and the teacher, is that he doesn't understand where he is trying to go and what he has to do to get there. His objectives are vague; he has no clear bookkeeping goals. The very reason for his presence in bookkeeping class may be something of a mystery to him, and the purpose of bookkeeping activity even more of a mystery. He knows that he has certain jobs to do because the teacher says he has to do them—and the teacher is always right—but the "why," the key to the difference between blind stumbling and intelligent action, is missing.

#### Inadequate Understanding of Business Operations and Unreality of Problems

The "why" of bookkeeping is closely allied with the "how" of business operation. Bookkeeping students labor under the burden of ignorance of the business world and the way in which it operates. Their comprehension of the world of economic and business activity is limited to the confines of their own sketchy experience. All too often their background of practical experience with business is limited to the buying of groceries, riding a bus, or delivering milk to the local station. Nor does the school and the bookkeeping classroom offer much in the way of example of business operation to them. There is no buying and selling, there is little of the purposeful activity of the business world, there is no opening or closing inventory of stock to be seen and counted, there are few fellows engaged in making a tangible profit. All in all, the classroom is obviously not the business world, and the problems are unrealistic.

Youth is coldly realistic. Theirs is the world of here and now. They understand what they can see and hear and feel. They like to deal with things which they can understand. Bookkeeping problems, with inventories and sales running into the hundreds and thousands of dollars, have little reality for the student. Five dollars is plenty, a hundred dollars is wealth, five-thousand dollars is a fortune, and the national debt is as totally in-

(Continued on page 46)



HARRY Q. PACKER, Editor  
LEWIS R. TOLL, Associate Editor

## WALL STREET INVADES NILES TOWNSHIP HIGH; BUSINESS STUDENTS FORM CORPORATION

*Contributed by Ada Immel, Niles Township High School,  
Skokie, Illinois.*

Is it too much to ask for 100% accurate transcripts? Is it asking the impossible to require typing pupils to strive for a 100% accurate ten-minute timing? What does business expect of its help? Certainly it will not be satisfied with only 95% perfection—at least not for long.

In an effort to stimulate pupils to produce the best work of which they are capable and to get 100% accurate work, it seemed desirable at Niles Township High School to offer an incentive greater than that given for a 95% accurate paper. As a result of this need, our 100% Inc. Club came into being.

Fashioned after that of a corporation, the charter and by-laws of the club were designed to stimulate greater interest in shorthand, to encourage greater accuracy in shorthand transcripts, and to investigate the fields of work in which shorthand skills may be used.

For record purposes, a test is passing with 95% accuracy, but to qualify for a certificate, the transcript must be 98% accurate. As a further challenge, those who attain 100% perfection are entitled to "buy" shares of stock in the 100% Inc. Club. The number of shares a paper will buy depends upon the rate of dictation; the higher the speed of the dictation, the more shares the test will buy. The by-laws of the club set up a schedule on the value of papers.

Beginning shorthand students become eligible for shares of common stock if they pass a brief form test at 100%. This test is given near the end of the first semester when 319 brief forms are dictated. Thus a shorthand student can be a member of the club for four semesters—that is, he can be eligible for four dividends.

The club was first organized in the advanced shorthand class and was limited to shorthand students. Interest spread so that the charter and by-laws were amended to include 100% accurate 10- and 15-minute timed-writing tests in typewriting as qualifications for membership. In keeping with corporation rules, shorthand papers buy common stock with voting power while typewriting papers buy preferred stock with no voting power.

Each September the stockholders elect their Board of Directors and the Board in turn chooses its officers. Each

semester the Board declares dividends by arranging a trip to an office, followed by a dinner and sometimes a show. Each stockholder pays her own way.

Again following corporation procedure, the Board of Directors calls meetings of the stockholders when necessary. All voting is by shares. Proxy voting is permitted.

Interest in the club, first organized in 1943, is very keen. Competition runs high among the stockholders as to which student owns the most stock or which is the wealthiest member. The morning following a test there is a rush to the bulletin board to see who passed and who is eligible to "buy" more shares of stock.

Activities of the club have increased, thus making membership more desirable. The club now sponsors in November a dinner to which alumni members of the 100% Club are invited. After dinner the alumni discuss which parts of their business training proved most helpful to them on their first jobs. The alumni also point out the weak spots of their training. In the spring the club publishes a four-page bulletin, "Greetings to and from the 100%-ers." The paper contains alumni new and items of interest in the business department. The paper is duplicated by the business-machines classes.

A committee of three shareholders was appointed to keep students informed as to "Who's Who in Shorthand" through bulletin-board displays in the shorthand room. This committee did such a good job in preparing attractive and interesting displays appropriate to the season that three junior girls asked for the job next year.

The club keeps an alumni directory, listing the name of each member, number and kinds of shares of stock owned, year of graduation, place of employment, and other facts of interest.

Membership in the club is coveted. Because there is such an interest in securing shares, non-shareholders put forth intensive effort in each test to write perfect papers. Those who are already stockholders yearn for more shares and never lose their zeal for 100% accuracy. This desire for perfection naturally tends toward the refining of shorthand notes, better transcription, more careful proofreading; in short, a better finished product. Thus we believe that through 100% Inc., the students' interest in their work is heightened. Besides, they form desirable habits and attitudes toward their work which should be of great value to them in whatever they do after graduation.

*The many friends of Harry Q. Packer, Modern Teaching Aids Editor, will be interested in knowing that Mr. Packer is the new Supervisor of Distributive and Business Education in Delaware. His address may be found in the editors' box on page seven.*

## BASIC BUSINESS

HAROLD GILBRETH, Editor  
RAY G. PRICE, Associate Editor

### JUNIOR BUSINESS—ITS PAST AND FUTURE

*Contributed by Ray G. Price, Professor of Education, University of Minnesota, Minneapolis*

Junior business training, usually offered at the ninth grade level (often called general business, everyday business, business relations), is one of the most popular of the basic business subjects. The original purpose of this course was the training of junior clerk. Several factors are responsible for the changing purposes and content of junior business. Today it is rather generally agreed that the introductory course should not attempt to offer job training. Its only function is to give an elementary understanding of business in order that the individual may be a more intelligent user of business goods and services regardless of occupation.

#### Factors Responsible for Changing Content of Junior Business

The purposes and content of ninth-grade business training has undergone numerous changes since its original introduction into the junior high school curriculum. At the time the junior high school program was inaugurated the contribution of business education consisted mainly of shifting the senior high school subjects of typewriting, shorthand, and bookkeeping en masse down to the eighth and ninth grades. The teaching materials prepared for grades eleven and twelve were not suitable for these lower levels.

The second stage in the development of business education at the ninth-grade level involved the offering of a variety of technical business subjects with material prepared especially for the junior high school level.

The third stage consisted of the organization of a body of material into one course. This material, however, was designed to prepare junior clerks. The content was almost wholly concerned with the development of skills needed for such junior occupations as file clerk, mail clerk, stock clerk, and office and messenger boy.

The fourth and present stage of the development of junior business training finds a rather encouraging emphasis on general business and economic information rather than on junior occupational skills.

Changing economic conditions as well as compulsory school attendance laws are factors responsible for these changes. Skill training offered at lower levels is of little value to the pupil three or four years later when he graduates. Repetition of this training at higher levels in order to equip the pupil with a marketable skill contrib-

uted to duplication and inefficiency. Business has consistently demanded more mature workers than the youth of junior high school age. Child labor laws have been inaugurated in many states that prevent the employment of many boys and girls of tender years. Business prefers the high school graduate and encourages boys and girls to continue their training by giving preference to the graduate and in many instances refusing to employ non-graduates. Although these factors have existed for some time the schools have been slow to adjust to the needed changes.

#### The Changing Content of Junior Business

The past twenty-five years have seen many needed changes in the content of junior business. Where emphasis was formerly placed upon training for junior occupations, the tendency today is to alter the content to more nearly meet present-day needs. Most business educators today favor an elementary program of general business information that will contribute to the economic efficiency of the individual in his day-to-day activities. This general business training should not in any way be geared to specific job training.

#### Organization of the Content

In organizing a course in junior business the first step is to decide what should be taught. This ninth-grade course has been no exception to an all too common practice in education of adding the new while keeping the old. We have been guilty of consistently holding on to educational objectives and content long after they have outlived their usefulness. Junior business has been adding to its content for a number of years while at the same time eliminating very little. Textbooks have expanded from a mere pamphlet to a large thick book. This situation has resulted in a rather serious condition of gathering together a large amount of unrelated, disorganized and non-integrated material. This practice has tended to contribute to the spreading out of the content to cover such a wide area that in attempting to teach so many things, little real learning takes place.

There is need for thoughtful consideration of what should be included in this ninth-grade course. Several factors should serve as a guide in selecting and organizing the content of a course in junior business. The following criteria might be used as a basis for evaluating content:

1. What is the relation of the content of junior business to the rest of the basic business education program in the school?
2. Is the content appropriate for the age of the pupils who will take the course?



3. Does the content recognize the need for beginning with the students' own lives and experiences?
4. Is the content organized around significant areas of living?
5. Is the content related to local community activities?
6. Does the content deal with real needs of boys and girls?

#### Future Content of Junior Business

Junior business must stand or fall on the value of its content to the development of an improved consumer and an intelligent economic citizen. A few basic principles and concepts should be developed. A mere memorization of factual information, soon to be forgotten, is hardly the purpose of a functional educational program. To stimulate the pupil to a recognition of certain fundamental concepts of everyday business affairs is the real need of this introductory course. How the pupils feel about certain basic problems and activities of the business life of the community is much more significant than drill on a wide variety of facts. Facts for facts' sake have little value. Attitudes toward, interest in, and appreciation of basic social, economic, and consumer values are all important in everyday business.

There seems to be evidence of a tendency, even today, to hold to the early objective by emphasizing specific facts and skills useful on some types of jobs but of doubtful value for the majority of the members of the class. Witness the teacher who spent more than a week on the yellow section of the telephone directory. Or the teacher devoting precious time to a unit on the use of the telephone when most of the pupils had been using the phone in their own homes since they were five years of age. One more example concerns the frequently taught unit on the use of travel time tables. How often do we use these time tables? Or do we step to the phone and get the desired information from an authoritative source?

Granted the development of some of these skills might be essential in the preparation for some type of office jobs. But is this the purpose of junior business training? The feeling of too many teachers that they must teach everything in the textbook is responsible for much of the practice of teaching those things that are already known by boys and girls. The teacher must re-evaluate the purposes of this ninth-grade course in terms of the needs of youth as citizens and consumers and teach only those things which are significant. The evidence seems to indicate that few adults make use of bank drafts and other such business papers. Since there are so many important things to be taught shouldn't we be more selective?

Some believe that the material taught in junior business training should be a part of the core curriculum. This view has considerable merit. However, in many instances where administrators have taken the time to look

into the content of the junior business training course in their school, they found little of value to a common core. In a limited survey of why junior business training had been dropped from their schools, several principals indicated that the subject matter was "primarily specific clerical training and was not meeting the needs of the students so since there were so many important common outcomes to be attained, the subject was eliminated." It was the general consensus of these administrators that if the content of junior business training in their schools had changed to meet the general social, economic, and consumer needs of the student, it would still be in the curriculum.

The future of junior business training either as a separate subject or as a part of the core curriculum depends upon the extent to which it can be revised to meet the non-job training needs of youth. Business teachers are not moving fast enough in the direction of real functional economic and consumer training as may be observed by the decline of junior business in many of the schools of the country.

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# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor  
JOHN A. BEAUMONT, Associate Editor

### INTELLIGENT SALESMANSHIP

*Contributed by William R. Blackler, Chief Bureau of Business Education, State Department of Education, Sacramento, California*

The salesperson occupies an important position in the distribution of goods and services. In retailing he stands in a commanding place in the "last three feet" in the marketing process, which is the distance across the average store counter. What he says and does and the degree to which the wants of customers are met have their effect upon the entire chain of distribution. The work of the manufacturer and distributors are vitally dependent upon the satisfactory manner in which goods are transferred into the hands of consumers.

Salesmanship in its simplest terms is the ability to satisfy the needs of consumers. In many cases the customer knows definitely what he wants and asks for particular items of merchandise. In other instances, the presence of a need must be brought to his attention. This process is known as creative selling and is the basis for the sale of specialty goods and services.

A fundamental of successful selling is knowledge of the merchandise. The well-informed salesperson who has the information to answer the questions of customers inspires confidence and builds repeat sales and good will for the store. In this respect, the person behind the sales counter acts as a counselor to the customer in the wise expenditure of her funds.

Many sales personnel acquire merchandise information by the pick-up method, listening to others on the sales floor and keeping track of the answers required by questions of customers. Many others are conscientious and make use of the sources from which information about merchandise may be secured. One of the most fruitful sources for study and the development of a plan for becoming better informed about merchandise is from the bulletins and publications that are distributed to consumers.

In a recent bulletin in this field, the National Consumer-Retailer Council announced a study among its readers on informative labeling. The items included in the study and the detail under each may well become the basis of a plan for salespeople to secure information about their merchandise. With this information at hand, they can help to answer the questions that are asked of them and give additional valuable help to customers.

The first item in the study is *performance*. This is defined as what the product will do, such as: its degree of

color permanence; shrinkage or stretchage; breaking strength; seam slippage; resistance to water, perspiration, wind, wear; light, heat and power tests; power consumption; and cost of upkeep.

With reference to the second item, *composition*, this covers what the product is made of, such as: kind and quality of fiber, metal, wood, leather, ceramics, cement, rock, fur, plastics, petroleum products, rubber, paper, bone, chemicals, drugs; and ingredients of food products.

The third major classification upon which consumers desire information is *care* of the article. Care covers instructions for washing and/or cleaning; precautions to be observed in cleaning or in storage; refrigeration; oiling and greasing; and polishing.

The final item in the study covers *uses* of the product. This would include the services for which the product is purchased, such as, heavy duty or light use; continuous or intermittent operation; climatic conditions; and for household or business use.

These are some of the types of information desired by consumers. They constitute likewise the basis for study on the part of salespeople so there may be a "meeting of minds" across the sales counter. The above classification may be used as the basis for the development of instructional units in salesmanship and merchandise information courses in secondary schools and in extension classes in the field of education for adult workers in the distributive trades.

Recently leading retailers in a large western community were discussing the very obvious return to business as usual and the need once more for real competitive merchandising. Everyone agreed no matter how good a job is done by the high echelons, merchandising moves across the counter in brisk volume only if the salespeople on the firing line know how to sell it.

Mention was made of the enormous differences in sales ability among retail clerks. Apparently in every store there are a few persons who have the "gift of selling." Month after month they sell rings around their fellow employees. It was agreed that this ability is something that people are not just born with; it is compounded out of training, experience, and enthusiasm.

The study of the National Consumer-Retailer Council and the remarks of the retail merchants as outlined above indicate clearly the place of training in distributive establishments. Also, the outline of one segment to know about merchandise. A responsibility thus devolves upon the schools for the organization of training courses which will make it possible for salespeople to learn about merchandise and translate this information into benefits and advantages to consumers.

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**UBEA-2**



# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

HARM HARMS, Editor  
ARTHUR S. PATRICK, Associate Editor

### A DOZEN PRINCIPLES FOR BUILDING BETTER SCHOOL-BUSINESS-COMMUNITY RELATIONS

*Contributed by Lester I. Sluder, Assistant Professor of  
Business Education, Boston University School of Edu-  
cation, Boston, Massachusetts*

If business teachers are to be successful in preparing students to meet the ever-changing demands of business, they must gain the respect of and cooperate closely with businessmen of the community. Business teachers are realizing, more than ever before, the necessity for coordinating their efforts in achieving the mutual objective of preparing better employees.

Well formulated fundamental principles of business education serve as "guides to action" for both the business teacher and businessman. These basic truths give direction to the program in business education and aid the business teacher in establishing goals for developing favorable school-business-community relations.

In the list of principles given below, parents and businessmen will find many suggestions for strengthening their relationships with the school. Administrators should also find these principles helpful for suggesting techniques which the business education department may use in bringing about better rapport between business and the school.

Although this list is by no means complete or wholly applicable to all situations, it is indicative of the type of principles which teachers and businessmen may formulate for a particular community in the light of their own philosophy and needs.

1. The effectiveness of a vocational business education program is largely dependent upon the sincere cooperation of parents, businessmen, and business teachers in carrying out that program.

2. To develop the optimum in school-business-community relations, the business teacher must first make sure that the total business education program is properly interpreted to the students and faculty members throughout the entire school.

3. Each business education department should utilize the services of an advisory committee which may be composed of business teachers, office managers, employers, and employees. The cooperative training program can scarcely hope to function maximally without some such provision.

4. The advisory committee should be consulted when the curriculum is to be revised, when new buildings

are planned, when equipment is to be purchased, or when problems arise which affect both the school and business.

5. Businessmen should be encouraged to visit the schools, to suggest new objectives for business education, to become familiar with all aspects of the school program, and to become aware of the problems encountered in carrying out the business education program.

6. Teachers should be encouraged to visit business firms to become familiar with employee conditions and opportunities and to help businessmen solve problems of employee adjustment and in-service-training.

7. When possible, teachers should gain actual business experience in local business firms.

8. In order to coordinate the work of the school with that of business, teachers of the job-preparatory subjects are encouraged to become familiar with, and assist in, the preparation of job surveys, job analyses, job descriptions, and job qualifications.

9. Whenever the opportunity permits, business teachers should affiliate with the Chamber of Commerce, the National Office Management Association, and similar business organizations.

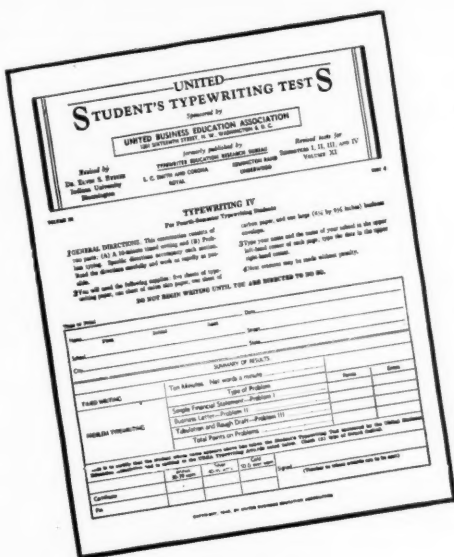
10. Businessmen, teachers, and parents should frequently exchange their views concerning the business education program in the lodges, community clubs, and social organizations, as well as in Parent-Teachers Association meetings.

11. Students should have an opportunity to meet businessmen; they should be encouraged to participate in such organizations as the Junior Chamber of Commerce and similar organizations. When practicable, students will gain valuable experience from working on part-time jobs in local business firms.

12. Favorable press relations should be maintained at all times to insure adequate interpretation of the business education program and for publicity of current news in the field.

### NBET Is Rolling

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*Students Typewriting Tests* are the result of experimentation and revision by specialists in business education. Early volumes were planned and revised by F. G. Nichols. Revision of Volume X was prepared by Thelma M. Potter and a special committee appointed by the National Council for Business Education. Current revisions were directed by Elvin S. Eyester and Irol W. Balsley of Indiana University, and prepared by Theta Chapter of Delta Pi Epsilon. It is the policy of the sponsor of these tests to conduct a continuous program of research and make revisions as deemed advisable.

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- Part II. Business Letter
- Part III. Tabular Report
- Part IV. Interoffice Memorandum

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- Part I. Timed Writing
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- Part III. Tabulated Report
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# UNITED SERVICES

## BOOK REVIEWS

JESSIE GRAHAM, Editor  
HYLA SNIDER, Associate Editor

***Keeping the Lid on Office Costs, Office Management Series, Number 120, by H. A. McCashin and others, American Management Association, 1948, 32 pages, fifty cents. (Paper bound.)***

IN this series of papers, representatives of R. H. Macy and Co., The B. F. Goodrich Company, The Hood Rubber Company and the Western Electric Company, discuss the relationship between office costs, worker productivity, the development of procedures, the setting up of job standards, and the selection of office equipment.

It is held that a large percentage of office work is measurable that standards may be set up for volume, speed, accuracy and cost, for the rather nebulous circumstances "when justified by large-scale production."

It is pointed out that no "packaged answer" may be expected for the manifold problems of the field of office management. Emphasis is placed upon the responsibility of the office manager in setting or resetting standards in response to changing conditions. Optimism in regard to the possibilities of improvement of the worker and his environment, of methods and equipment, is expressed.

Further readings in the Office Management Series are cited. (Publications of the American Management Association are available to nonmembers six months after date of publication.)

***How to Think About Ourselves, by Bonaro Overstreet, Harper and Brothers, 1948, 205 pages, \$3.***

NEW knowledge about ourselves without added self-consciousness; clearer insight into our place as members of the human fellowship; honest examination of our personal philosophy—these are the goals of Bonaro Overstreet in giving us this practical help from psychology, the social sciences, literature, and her own experience.

Her choice of the *self* as the starting point is in line with the often-quoted statement from the UNESCO constitution to the effect that "it is in the minds of men that the defenses of peace must be constructed."

Although this book is addressed to the general public and is already high on the waiting lists of libraries, it will be read with especial pleasure by teachers, as in it there are many reflections of Mrs. Overstreet's teaching experience from high school, junior college, and university to the adult forums now conducted by Dr. and Mrs. Harry Overstreet.

Mrs. Overstreet is an alert observer of life. The anecdotes with which she illus-

trates the points made appeal to the reader who has had like experiences in everyday life. In fact, the reader feels that he is having a personal talk with the author and that it is a stimulating talk.

To read the book is a pleasant experience; there is ample material for use in examining oneself, especially in his attitudes towards others; in acquiring the proper perspective relative to his niche in the world; and in building a personal philosophy that includes a sense of social responsibility. In short, this book is a happy guide to a worthwhile personal life in these confusing times.

***Recent Publications in Business Education, Vocational Division, State Department of Education, St. Paul, Minnesota, 36 pages, mimeographed.***

LILLIAN BIESTER, State Supervisor of Business Education, tells us that a limited number of these comprehensive bibliographies are available for distribution.

***Personal Finance, by Elvin F. Donaldson, Ronald Press, 1948, 499 pages, \$4.50.***

PERSONAL finance—the manner in which a person manages his money—may strengthen peace of mind or add to individual worries. Both knowledge and wisdom are needed for judicious money management. People spend years in learning to earn money, but no time at all in learning how to manage it, except in the school of that dear teacher, "Experience."

As part of education for living, colleges—especially the community and applied arts types—are offered courses in personal finance or units in longer courses in consumer economics.

This book is written for the general reader as well as for the college student. In this first chapter, Dr. Donaldson gives his own philosophy on values, the relationship between money management and happiness. The reader is encouraged to take a middle road between that of the spendthrift and that of the miser.

Unlike some other books in the field, it assumes that the reader has only a moderate income and that he is not interested in much statistical background material, but that he wants sensible advice based on today's prices and conditions. This is apparent in the chapters dealing with subjects such as living within your income, investments, credit, taxation, and others.

This is a practical everyday book on personal finance, with no pretensions toward supplying material for advanced study of finance.

***The Retail Salesperson At Work, by Donald K. Beckley and William B. Logan, McGraw-Hill Book Co., Inc., 1948, 342 pages, \$2.20.***

THE authors of this volume are well qualified to write on retail selling. Dr. Beckley is the Director of the Prince School of Retailing, Simmons College, and Mr. Logan is the teacher trainer in Distributive Education at Ohio State University. They have written a fine, concise volume that is a welcome addition in this field. The book appears suited to the upper secondary or junior college levels.

While the volume is not divided into sections, the subject matter falls into four divisions. The first four chapters deal with jobs in retail selling, and how to obtain them. Information is given on the qualities of a good salesperson, application blanks, interviews, and tests.

The next section consists of five chapters covering training procedures, getting acquainted with your store, store rules, the store and the community, making good on the job, and sales-check systems. A great deal of valuable information is included here that will assist the embryo retail salesperson in becoming adjusted more readily to store work.

The third phase of the book covers selling in good detail. The job of selling is well explained, what the customer expects is recounted, and buying motives are explained. Following this, detailed information and techniques for retail selling are presented, including the necessity for having merchandise information tying in with the store advertising.

The last field is five chapters in length and the miscellaneous duties and problems of the retail salesperson are considered. The problem of returned goods is covered and valuable suggestions are offered on how to reduce returns. Receiving and marking, stock keeping and stock records are discussed next. The remaining chapters discuss such responsibilities as building good will, upgrade training, rating employees, and owning one's own store.

Each chapter in the book is followed by questions and projects, and a workbook also is available. The book is written in a very readable, interesting style. The illustrations used are well chosen and are of several types, including pictures, advertisement reproductions, and sketches. Messrs. Beckley and Logan have produced a fine volume that will aid in acquainting students with the field of retail selling. — P. W. Thelander, Supervisor Distributive Education, Los Angeles City Schools.



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# Affiliated and Co-operating Associations

In this section of the UBEA FORUM affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

## Affiliated Associations

Alabama Education Association, Business Section  
Akron Business Education Association  
Arizona Business Educators' Association  
Arkansas Education Association, Business Section  
California Business Education Association  
Chicago Area Business Educators' Association  
Colorado Education Association, Commercial Section  
Connecticut Business Education Association  
Delaware Commercial Teachers Association  
Florida Education Association, Business Education Section  
Georgia Business Education Association  
Houston Independent School System, Commercial Teachers Association  
Inland Empire Commercial Teachers Association  
Iowa Business Teachers Association  
Kansas Business Teachers Association  
Kentucky Business Education Association  
Louisiana Business Teachers Association  
Maryland Business Education Association  
Missouri State Teachers Association, Business Education Section  
Montana Business Education Association  
Nebraska State Education Association, District 1, Business Education Section  
New Jersey Business Education Association  
North Carolina Education Association, Business Education Section  
North Dakota Education Association, Commercial Education Section  
Ohio Business Teachers Association  
Oklahoma Commercial Teachers Federation  
Oregon Business Education Association  
Pennsylvania Business Educators Association  
South Carolina Business Education Teachers Association  
South Dakota Commercial Teachers Association  
Southern Business Education Association  
Tennessee Business Education Association  
Texas State Teachers Association, Business Education Section  
Tri-State Business Education Association  
Washington, Western Commercial Teachers Association  
West Virginia Education Association, Business Education Section  
Wisconsin Education Association, Commercial Section

## Presidents of Affiliated Associations



CATHARINE BAKER  
Georgia



ETHEL L. TEACH  
Arkansas



F. KENDRICK BANGS  
Colorado

### California

The following persons have consented to serve as chairmen for the CBEA Convention: Phillip Ashworth, *general chairman*; Glenna Wright, *registration*; Mary Alice Wittenberg, *information*; Mildred Lee, *publicity*; Bessie Bergman, *program*; Marie Mullaney, *luncheon and decorations*; Esperance Slykhous, *hospitality*; and Marie Martin, *sectional meetings*. The chairmen met in Los Angeles recently for planning the various meetings and activities of the convention.

California business teachers are urged to check April 11 and 12 on their calendars and plan to spend the first two days of spring vacation in Hollywood at the CBEA meeting.

### South Carolina

The South Carolina business teachers will open their annual meeting with a luncheon at the High School, Columbia, on March 17. The luncheon will be a get together for seeing old friends and meeting new ones. The afternoon session will be held in the First Baptist Church. "What Is Your Problem?" is the theme for the panel discussion which will be presented by members of the association. Following the panel, Peter L. Agnew, New York University will discuss, "The Office Practice Course." The afternoon session will end with a social hour.

A new feature of the convention is the breakfast meeting on Friday morning from 8:30-10:00 o'clock. Robert N. Tar-

kington, The Gregg Publishing Company, will speak on "The New Look in the Teaching of Shorthand." Reservations for the luncheon and breakfast must be sent to Elise Etheredge, Columbia High School, Columbia, S. C., before March 17.

### Kansas

The Kansas Business Teachers Association had an outstanding annual convention this year with Cecil Puckett, President of the United Business Education Association, Denver University, Denver, Colorado, as the main speaker of the afternoon session. E. C. McGill, Head of the Department of Business, Kansas State Teachers College, Emporia, Kansas, was chairman of a panel discussion, "Do Business Teachers Teach for Business?"

Dr. Puckett gave a brief history of the United Business Education Association, how the organization functions, and how the Association helps each business teacher. He also discussed his ideas on teaching with the use of the "wire recorder" and the most recent machines used as aids in the classroom.

The panel discussion led by Dr. McGill pointed out three main things: (1) The business teacher should investigate the employment needs of his own community. Then he should seek to prepare his students to fill these needs by making known to them the opportunities available, and giving them the training necessary to take advantage of these oppor-

## IN ACTION

tunities. After graduation, contact should be kept with the student, so that the training program may be constantly and currently evaluated. (2) The business teacher should seek the advice of home town business men, to find what they want students to know when entering the business field. (3) The training of both the teacher and the student should be more practical. Then we shall more fully realize one of the basic purposes of education: "To teach people to live and work happily and efficiently with their fellowmen."

The Kansas Business Teachers adopted a constitution at their last meeting which has as its purposes: (1) To promote an understanding of the general objectives of business teaching on the part of the business teachers of the state of Kansas. (2) To promote and facilitate programs and activities within the state of Kansas designed to assist all business teachers to grow in their profession. (3) To improve business education in Kansas as the Kansas State Teachers Association strives to improve all education.

The Association added a new officer at their annual meeting this year, John N. Payne, Executive Secretary. The Executive Secretary is the editor of the *Kansas Business Teacher*, the official publication of the KBTA. He is the state UBEA liaison officer, and a member of the Executive Board of the state organization.

The new officers of the association are: *president*, Harold L. Royer, Senior High School, Emporia, Kansas; *vice president*, Elmo A. Bettiga, East High School, Wichita, Kansas; *secretary-treasurer*, Loda Newcomb, Liberty Memorial High School, Lawrence, Kansas; *executive secretary*, John N. Payne, Senior High School, Hutchinson, Kansas. *Members of the Board of Directors are:* *Northeast Kansas*, Mrs. Katherine Snair, High School, Olathe, Kansas; *Southeast Kansas*, Ralf J. Thomas, Kansas State Teachers College, Pittsburg, Kansas; *Southwest Kansas*, Mrs. Kathryn Vaughn, High School, Kinsley, Kansas; *Northwest Kansas*, Hester McKee, High School, Scott City, Kansas; *immediate past*

*president*, Mary K. Poundstone, College of Commerce, University of Wyoming, Laramie, Wyoming; and *convention chairman*, E. L. Fink, Topeka Senior High School, Topeka, Kansas.

### Spring Meetings

State Association	Date
Alabama	March 24, 1949
Arizona	April 9, 1949
Arkansas	Pending
California	April 11-12, 1949
Connecticut	May 7, 1949
Florida	March 26, 1949
Georgia	March 11, 1949
Kansas	March 19, 1949
Kentucky	April 21, 1949
Maryland	April 9, 1949
New Jersey	February 19, 1949
North Carolina	April 10, 1949
Ohio	April 23, 1949
Oklahoma	February 18, 1949
Oregon	April 30, 1949
Pennsylvania	May 7, 1949
South Carolina	March 17-18, 1949
Tennessee	April 8, 1949
Texas	June 5, 1949
Washington (Western)	March 19, 1949

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# UBEA IN ACTION

## HEADQUARTERS NOTES

### Fries Heads Classroom Service

A special Classroom Service has been inaugurated to provide in-training business teachers with membership in UBEA. This service is under the direction of the Vice President, Albert C. Fries.

Among the colleges and universities which are taking advantage of this service are: University of Colorado, Colorado State Teachers College, University of Denver, Indiana University, Iowa State College, Meredith College, University of Oklahoma, University of Nevada, Butler University, Paterson State Teachers College, University of Kentucky, University of Tennessee, University of Maryland, Oregon State College, Bloomsburg State Teachers College, East Carolina State Teachers College, University of California at Los Angeles, State Teachers College (Pittsburg, Kansas), Oklahoma A and M College, Whitewater State Teachers College, Boston University, Columbia University, Albany State Teachers College, University of South Dakota, Maryville State Teachers College, Mississippi State College for Women, East Central Oklahoma State Teachers College, San Francisco State College, State Teachers College (Warrensburg, Missouri), and Northwestern University. A number of colleges and universities in addition to the ones listed have enrolled one to five students.

The largest enrollments in the UBEA Student Classroom Service are at University of Denver, Columbia University, New York State Teachers College, and University of Oklahoma.

### Northwestern Ohio Business Education Association Includes UBEA In Resolutions

The Business Section of the Northwestern Ohio Education Association is commended for adopting the following resolution at its annual meeting.

"We approve the efforts now being made to unite the business educators of this country into a strong national organization through the United Business Education Association and we recommend general support of this organization by membership in it."

NOBEA is affiliated with UBEA through the Ohio Business Teachers Association.

### Business Teacher Conferences

A number of conferences for business teachers have been announced recently. **Bloomsburg (Pennsylvania) State Teachers College** will hold its third annual retail sales training conference on March 10 and a business education clinic on April 29-30. The program looks very promising for the **Indiana State Teachers College Clinic** on April 8-9 which is under the direction of Paul Muse, head of the Department at Terra Haute and UBEA Administrators' Chairman in Indiana. **Eastern Business Teachers Association** will hold its annual convention at the Hotel New Yorker, New York City, on April 13-14. President James Meehan extends a cordial invitation to business teachers to attend this convention.

Irene Place, UBEA Test and Standards Chairman in Michigan, announces the workshop which will be conducted by the **University of Michigan**. Enrollees in the workshop will have an opportunity to work in Detroit offices at regular salary from June 27-August 5.

The theme for the conference scheduled at **Columbia University** on July 27-28 is "The Improvement of Instruction in Typewriting." "Challenges in Business Education" will be the theme of the conference to be sponsored by the Commerce Club at **New York State College for Teachers, Albany**, on March 12.

The **National Association of Business Teacher-Training Institutions** will meet at Hotel Jefferson in St. Louis on February 24-25. Peter L. Agnew, president, urges attendance by representatives of member institutions and friends.

### Important Dates

March 25—Informal luncheon and discussion meeting for UBEA members and friends, DeSota Hotel, St. Louis.

July 3—Official meeting of UBEA National Council for Business Education, Hotel Statler, Boston.

July 4—Second annual meeting of UBEA Representative Assembly, Hotel Statler, Boston.

### Delegates to UNESCO Conference

Mildred Siefert, UBEA State Chairman in Ohio, and Dora Gordon, president of the Akron Business Education Association have been named UBEA delegates to the Second National Conference on UNESCO (United Nations Educational, Scientific, and Cultural Organization) in Cleveland, March 31-April 2.

The conference is being called by the U. S. National Commission on UNESCO, an advisory body to the Department of State, as part of a program to promote peace and security through international understanding.

UNESCO, one of the specialized agencies of the UN family was two years old last November. UBEA has been represented at the Denver and San Francisco regional conferences which were held last year. Milton S. Eisenhower is chairman of the National Commission.

### Delta Pi Epsilon Research Award Conferred on UBEA Board Member

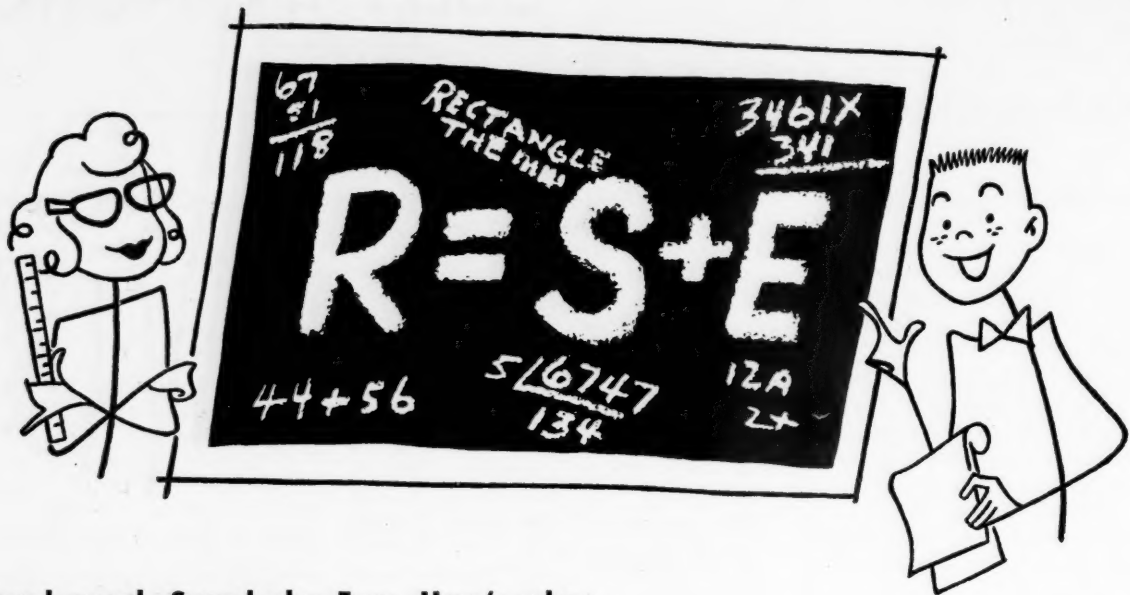
The winner of the Eighth Delta Pi Epsilon Research Award was announced by Dr. J. Marshall Hanna, chairman of the Research Committee. The award was given to Alton B. Parker Liles for his study, "Some Factors in the Training of Clerical Workers," a Ph.D. Thesis, completed at the University of Kentucky in 1947.

The judges recognized two other studies of exceptional merit submitted in the contest: Inez Ray Wells, "A Survey of Basic Business Education in Ohio." Ph. D. Thesis, The Ohio State University, 1947 and Vernon Armor Mussleman, "Business Education in the Large High Schools of Oklahoma." Ed. D. Thesis, The University of Oklahoma, 1946. Dr. Mussleman is UBEA Membership Chairman in Kentucky.

The judges who read and evaluated the studies submitted for consideration are: Dr. J. Andrew Holley, Oklahoma A. and M. College, Dr. Paul L. Salsgiver, Simmons College, and Dr. Marion Lamb, The University of Houston.

The Ninth Annual Delta Pi Epsilon Research Award Contest is now under way. Studies to be entered should be sent express prepaid to Dr. H. G. Enterline, School of Business, Indiana University, Bloomington, Indiana.

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# THE *Forum*

## The Beginning Clerical Worker

*Today general clerical training is an area of business education that shows sufficient promise to merit the attention of all business teachers and school administrators.*

By MARION M. LAMB  
*School of Business Administration  
The University of Houston  
Houston, Texas*

Because of the confusion surrounding the term "general clerical training," the editors of the General Clerical and Office Machines Section of this magazine decided that a few lines in this issue should be devoted to some basic facts about this "lowliest" and sometimes overlooked area of business education.

Starting with an overview of the clerical field as a whole, we learn from business experience, as well as from *Webster's Unabridged Dictionary* and from the *Dictionary of Occupational Titles* that "clerical work" refers to work of a routine nature (usually paper work) that calls for little exercise of judgment or initiative. The term as it is used in business includes stenography and bookkeeping; in fact, a substantial number of clerical workers are stenographers and bookkeepers.

In business education, however, we exclude these two specialized groups when we speak of "clerical training." In the clerical curriculum of a high school, for example, we find pupils who are preparing for jobs requiring less intensive specialization than that required in bookkeeping or stenography.

Originally the general clerical curriculum was added to high school offerings to take care of pupils who lacked ability to succeed in the other vocational business programs. In some high schools the general clerical curriculum was literally the last hope for slow students. Now, however, the status of clerical training seems to be changing, chiefly because there are so many general clerical jobs in business today that some of the "slow" graduates of the clerical curriculum have stepped into jobs more quickly than have some of their brighter classmates who specialized in stenography or bookkeeping. Furthermore, some of these general clerical jobs have carried salaries equal to those of beginning stenographers and bookkeepers. Therefore it seems reasonable to assume that the number of students electing general clerical training will increase as the demand for general clerical workers increases.

Moreover, the claim that graduates who have training in stenography and/or bookkeeping will eventually

get better jobs than those who have had only general clerical training is probably true in reference to small business organizations where every employee skill and ability can be used to advantage, but when we consider promotional channels and practices in large corporations and in Government, the statement must be questioned. As teachers of clerical specializations, we do not like to admit that excellence in secretarial work or bookkeeping may be a handicap to the employee of wide abilities, but such is the case. The fact that the general clerical worker is not "riveted to a skill" by excellence in that skill may eventually make general clerical training attractive to students aiming to qualify for supervisory or administrative work. At the present time, however, the upgrading of the content of the general clerical curriculum implied in this development is only a remote possibility and is by no means a reality. Nevertheless, it is a possibility and, added to other factors, warrants the statement that today general clerical training is an area of business education that shows sufficient promise to merit the attention of all business teachers and school administrators.

What are the general capabilities that are developed in this curriculum at the present time?

During World War II Thorne,<sup>1</sup> writing of wartime clerical training, stressed the general quality of the training, stating that the business program of most schools included courses leading to excellence in general clerical work:

"... Such courses usually include bookkeeping or accounting, arithmetic and rapid calculation, penmanship, commercial law, money and banking, English and spelling, and typewriting, which present a well balanced program for the student preparing for clerical work."

In 1941 Frisch,<sup>2</sup> describing the development of a clerical practice course (the terminal, integrating course in the clerical curriculum) wrote that:

<sup>1</sup>Thorne, W. Raymond, "The Content and Length of Wartime Clerical Courses," Eastern Commercial Teachers Association Sixteenth Yearbook, 1943, *War-time Problems in Business Education*, Pages 381, 382.

<sup>2</sup>Frisch, Vern A., "Bridging the Gap Between the General Clerical Curriculum and Business by Teaching Clerical Practice," ECTA Fourteenth Yearbook, 1941, *Business Education for Tomorrow*, Pages 185-188.



*"Although clerical work is of a routine nature, it requires willing, co-operative, and responsible persons."*

"In New Rochelle, New York, at the Albert Leonard High School, it was decided that clerical practice was not fully meeting the needs of the students. A comprehensive questionnaire on clerical skills and business machines was sent to about 250 business firms and educators. Some 125 replies were received from these inquiries.

"Thus it was definitely determined that the following clerical skills should be emphasized: practical filing, typing from copy and other business copy, handling mail, telephoning, receiving and writing orders, making monthly statements, machine and arithmetical calculations, messenger work, stock record, billing on the typewriter, duplicating, receiving, shipping, information, reception, cashier, payroll, and other simple record work.

"The results of this questionnaire showed that former students were specifically employed to do the following types of work: messenger, stock record keeping, filing, typing, reception, order taking, circularizing, and checking. It was found that businessmen wanted young employees who possess some well-developed basic clerical skills, but they also wanted young people who were willing, co-operative, well-mannered, neatly and cleanly groomed individuals. They wanted alert and dependable young people with good business personalities and character. A good many replies stated that these personal traits were more important to the well-being and growth of the young employees than the clerical skills unless the job required typing, filing, etc.

"It was obvious from the study that clerical training in the average high school should develop *basic* clerical skills and personal traits . . ."

As a result of this survey, a clerical practice laboratory course was built around the various business transactions of a retail trunk and luggage firm. All students in the clerical curriculum were required to take the clerical practice course in their senior year two periods a day five times a week. Other business students were permitted to elect the course if their schedules could be arranged satisfactorily. Prerequisites for the course were three years of English; one year of bookkeeping in the eleventh grade; two years of typewriting, with some exceptions; one year of business arithmetic in the eleventh grade; and one semester of filing in the tenth grade.

"The Organization and Operation of a Clerical Practice Laboratory," written by Mr. Frisch<sup>3</sup> some years later, gives a clear picture of the clerical information, the skills, and the personal attributes considered necessary for success in clerical work in the area of New Rochelle as well as a picture of the method of integrating those skills, information, and attributes in a laboratory course.

Among the findings and recommendations in Potter's<sup>4</sup> research of the work of general clerical employees, published in 1944, are these statements:

"Over 85 per cent of the work of beginning general clerical employees in large businesses involves the skills of typewriting,

<sup>3</sup>Frisch, V. A., "The Organization and Operation of a Clerical Practice Laboratory." Cincinnati: South-Western Publishing Co. Monograph 68, 1947.

<sup>4</sup>Potter, Thelma Maude, *An Analysis of the Work of General Clerical Employees*. Bureau of Publications, Teachers College, Columbia University, 1944. Pages 73, 74.

filing, and such non-specialized clerical work as classifying and sorting or checking names and numbers for accuracy.

"One half of the total hours of work performed by both experienced and inexperienced general clerical employees is spent in typewriting and in non-specialized clerical work. The remainder of the time is spent in filing activities, operating adding-calculating machines, and using miscellaneous machines. . ."

As a result of this finding, Doctor Potter recommends that:

"The core of the general clerical training program in secondary schools should be the development of skills in typewriting, filing, non-specialized clerical work, and simple adding machine operation.

"Intensive and specialized periods of training in the secondary schools on complicated calculating and bookkeeping machines to the exclusion of more commonly used skills are of questionable value unless placement in specific jobs requiring such skills is assured. . ."

Non-specialized clerical activities referred to in this study include tasks such as classifying and sorting, checking names and numbers for accuracy, filling in forms by hand, collating and stapling.<sup>5</sup>

Comparison of these quotations from writers approaching the general clerical training problem from altogether different viewpoints suggests the principle that the clerical curriculum should vary from community to community in line with local business requirements. Opinions and recommendations of employers should be solicited in an effort to keep training up to date—and to bring this principle down to concrete application, Miss Roughsedge, editor of this issue, recently gathered some general statements from personnel officers of insurance companies. She has chosen seven of these statements for this issue, presented under the heading "The Beginning Clerical Worker." Some of these businessmen and women have emphasized the importance of right attitudes and constructive personal qualities; others have stressed the importance of competence in certain phases of work. All of the opinions merit our thoughtful consideration.

#### COORDINATING TRAINING WITH EMPLOYMENT

By MARION D. RUSSELL, Employment Supervisor for Women, American Mutual Liability Insurance Company, Boston, Massachusetts

The question has been raised, asking what is the most suitable training for students in the general clerical course. Should it be along the lines of versatility or specialization? It appears that the opportunities open to graduates of such a course provide the only logical answer to the questions.

Because insurance is a business where many clerks are employed, we have had many applications from graduates of general clerical courses. In this case the word, "clerk" is used in its specific sense to apply to those positions which do not require skills such as typewriting,

<sup>5</sup>*Ibid.*, page 74.



shorthand, or bookkeeping. In approaching the answers to the questions, I am using my own experience with a large casualty insurance company. Comments are based on interviews with several thousand applicants and surveys of the employment problem in many of our field offices.

Our home office offers by far the greatest number of opportunities for clerical work. Our division offices, located in several largest cities, offer a limited number of such opportunities. In American Mutual's other field offices throughout the country the situation parallels that of any small business office of comparable size. This general situation would be typical of any large insurance company with a similar type of organization.

In the home office are a large number of specialized insurance clerks—coding clerks, computing clerks, experience clerks, raters, and underwriting clerks, to name but a very few. These positions vary in the degree of complexity. They require no specialized, acquired commercial skills, except perhaps the use of a calculating machine as a useful adjunct. How do these clerks secure their training? The answer is, "On the job, based on their experience in positions of less importance." They are promoted from simpler and more routine work to that demanding a higher degree of responsibility. Since a large proportion of these persons begin as file clerks, it follows that when a file clerk is added to the staff a potential policywriter, rater, review clerk, or supervisor is anticipated.

Let us examine American Mutual's specifications for the file clerk. She should be able to handle quickly and accurately a sizable volume of detail work of a clerical nature. She should have a good memory, facility with figures and a liking for them, comprehension of English, and a familiarity with its fundamental usage. In brief, she should have real clerical aptitude. Our experience has been that too often the graduate from the general clerical course is trained in fairly simple filing techniques with some orientation to office machines, but fundamentally she is not a potential *clerk*. In following the policy which was mentioned, that of promotion from within the organization, the specific skill of filing may be useful for six months to a year, but it is the innate ability to progress and to assume more complex duties in which the company is particularly interested. It is through the potential capacity of the beginner to develop that her interest and a high level of morale within our organization is maintained. A definite promotional policy is fundamental to good personnel administration.

The first real problem appears to go further than the training of the general clerical student. Clerical aptitude is fundamental to training and placement for clerks.

Given adequate clerical aptitude, training should include some attention to handling volume of work with speed and accuracy. Insurance companies do not expect high schools to train raters or coding clerks, but the ability to produce accurately and in volume is a general requirement of business. Is it not possible that typical work samples might be developed which would equip these students with very practical skills.

In many schools the curriculum has been based on the latest, or perhaps the not-so-recent, textbooks, with little or no attempt to develop flexible courses based on the demands of local business offices and future needs of the students. A vital course, moulded to meet current trends in business practice will stimulate the interest of students and teachers alike in seeing the objectives of their training. Furthermore, it will enlist greater co-operation from the business firms where both high school and college graduates are employed.

#### WHAT BUSINESS EXPECTS FROM A BEGINNER

By RICHARD BARNARD, Assistant Superintendent of Personnel, The Employers' Group, Boston, Massachusetts

Although the number of fundamental principles to be kept in mind in evaluating the personal worth of an individual who is entering the first job is neither large nor complex, I have discovered a few basic considerations to be of immense value in assessing a beginner's potentialities. In setting them down here I will be drawing upon my years of experience in handling new employees for a large insurance company. However, what is to follow can generally be applied to beginning employees in any large business organization.

After a candidate has been selected for a position, the responsibility of the employing organization is threefold. It should make sure that the beginner is properly oriented to the exact nature of the job, to the exact duties to be performed, and the organization should provide a capable experienced employee to train the new worker.

What then, in turn, does the company have a right to expect from the beginner?

First—assuming that the beginner possesses the basic qualities of enthusiasm, punctuality, and neatness in dress and personal habits—the company may expect him to follow directions. This should be considered the first rule of the day; for if the beginner cannot respond intelligently to proper supervision, whatever other good qualities he may have are thereby rendered valueless.

Second, the company may reasonably expect that the new employee will be possessed of a fair amount of common sense. He does not have to be super-intelligent but

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*" . . . . that individual distinguishes himself most who is best able to work in harmony with others."*

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he should show reasonable and accurate judgment. This may at first be manifested in the asking of intelligent questions. It is far better for our new employee to seek the answers to his problems as they arise from experienced heads rather than to spend several hours in unproductive confusion.

An employer may expect his new worker to pay close attention to the job. So many are quick to learn routine and seem to have good common sense only to dull their own effectiveness by day-dreaming and non-attention to details.

Generally speaking, proper organization and planning of work are indispensable to proper application to the job. If one is to code certain letters, such things as the amount of work and the sequence in which it should be done should be taken into account before the task is begun. This will promote smoothness and speed.

In nearly every job in an insurance company, the need is ever present for the use of fundamentals that the person of average schooling should have as a part of his mental equipment. These are the ability to spell, to use correct grammar, and to work out problems in simple arithmetic.

Many new employees have certain skills such as type-writing, shorthand, and the ability to operate business machines. These abilities definitely enhance an employee's worth but oftentimes an employee can become very valuable simply because he or she is quick and accurate in simple arithmetic.

If a beginner learns his assignment carefully, cooperates with others at all times, and becomes confident that his influence will help to keep the business successful, he will thus insure his own personal success and contribute a great deal to the success of those who work with him.

#### **WHAT BUSINESS REQUIRES OF A BEGINNER**

By DORA M. MARTIN, Office Manager, Middle Department, Employers' Group, Philadelphia, Pennsylvania

Recently I was asked the question, "What does business require of a beginner?"

If the word "B-U-S-I-N-E-S-S" is separated into component letters, we find that "U" and "I" are in it. In fact, if "U" and "I" were not in it, business would not be business. We also discover that the "U" comes before "I" in business! These observations are mentioned here to bring out the fact that business becomes altogether harmonious and profitable when there is joint interest of employer and employees. Therefore, you will note that No. 1 of the following list of business essentials is:

1. Be a loyal, dependable employee, as well as a good fellow-employee.
2. Be prepared with all the knowledge you can gather through studies.

3. Be alert and apply that knowledge to your job.
4. Be neat, immaculate, and businesslike in your appearance. (Girls, this can include the new look!)
5. Be mannerly. Good manners will save you from many difficult situations.
6. Last, but not the least in importance: Be ready to work, and recognize that your employer has the right to expect you to work. Remember it does not matter whose payroll you are on—you are actually working for yourself.

Good attendance, promptness, and sincere application to your work are surely important factors to your progress.

Our parents' and grandparents' expression, "Practice makes perfect," was never truer in its application to our music lessons than it is to the practice of shorthand, typewriting, and figure work. Advantage should be taken for all opportunities of practicing on the various types of business machines.

Secretaries and typists would be doing themselves a favor by improving their spelling, grammar and *punctuation*! (I heard the other day of an applicant for a position being asked whether she knew how to *punctuate*. Her reply was, "Oh, I am always on time for work!")

If beginners have the opportunity to take aptitude tests (of which there are many), while they are in school, they can have a better assurance of having selected the right vocation. These tests should not be the only criterion, but they surely serve as indication as to whether one is headed in the right direction.

In clerical work, particularly in filing and mail room work, accuracy and speed are usually "musts." Penmanship and knowledge of figures are also important assets. In all of the foregoing positions, as in "skilled" office work, sincerity, loyalty and aggressiveness of these career boys and girls are extremely essential.

What can the schools do to make beginners more adaptable?

This question brings forth a few ideas collected through actual experience with beginners.

Concentrated practice on shorthand, typewriting, and figure work is a necessity. Instruction on machines should lead to long practice hours that an efficient skill may be acquired.

If students could be impressed with the seriousness of the business world and the important part they can share in it, I believe it would be most helpful. Ample opportunity for taking intelligence and aptitude tests should be provided to assist the pupil. There is little need to enter a field where one will be a positive misfit. Such tests, to be sure, should be carefully administered by qualified persons.

It is pleasing to know that so many schools are endeavoring to find the secret of having students derive the utmost from their studies and opportunities. Education for life is the goal!

## OFFICE MACHINES TRAINING IS IMPORTANT

By HELEN J. KROEPSCH, Supervisor of Employment, John Hancock Mutual Life Insurance Company, Boston, Massachusetts

In today's large business organizations there is an increasing need for employees who are interested in learning new office machines and detailed clerical work. Mechanized office procedure is proving to be more efficient, accurate, and time saving than the former hand-posting method. The day of the eye-shaded bookkeeper sitting on a high stool is over. Bookkeeping has become accounting, and in the process of balancing accounts hundreds of employees are involved in clerical work broken down into various jobs from filing to cost accounting. Within this span of work many and varied machine and clerical positions have developed.

The use of simple business arithmetic, the knowledge of fractions and decimals constitutes the basis of many clerical jobs. It is true that much of this information is placed on interest tables for rapid calculation but for the employee who has not had arithmetic since the grade school, it means learning those principles over again. In the process of handling hundreds of accounts daily or weekly, simple filing knowledge usually facilitates and makes speedier production possible, without the necessity of rehandling and resorting the same information over and over again.

The machine age has apparently come to stay in the business world, and although many machine operations are in themselves expensive and too large for many school systems to adopt, the knowledge that a student obtains in school on basically similar machines acquaints him with office procedure and gives him training more easily adapted to a larger and more complicated operation.

Unfortunately, many students feel it is not as important to be a skilled bookkeeping machine, voice recorder, calculator operator, or typist, as it is to be a stenographer. These types of positions do not seem as glamorous. They are not as glamorous, but if there are more openings of this kind for high school students upon graduation, it is to their benefit to have some training in this field. All large business organizations expect to give additional training to new employees, to teach them particular methods and to familiarize them with specialized forms. When this training has been preceded by a similar course of study in high school, the new employee usually shows the results of her past training by qualifying fully on the job at an earlier period than the employee who has not been subjected to the same program.

Of the thousands of high school students who graduate each year, a small percentage are placed immediately in

stenographic positions. This is not due to the fact that the high schools have not prepared them sufficiently, but in today's business world there are more "career girls" than there were thirty years ago. Therefore, an organization can place in secretarial positions more mature employees who have gained general knowledge about that particular organization over the past few years.

If the student, when choosing a course of study, can be impressed by the fact that business methods have changed and that advanced clerical and machine jobs will pay as well as stenographic openings or bookkeeping jobs, it is probable that he will take more pride in doing the best work possible in these categories. Too many persons think of machine work as factory work and feel it below their level. Actually, we find that new employees are fascinated by complicated machines and are determined to master them once this thought is removed. If students can be kept aware of the types of positions available upon graduation as office procedures change, they will find a market for their potentialities. Many schools refer them in groups to business concerns during their junior or senior years for inspection tours. Other schools under vocational directors arrange programs with members of various companies to keep them informed about job opportunities.

The employee of today who has common sense, diligence, adaptability, a few skills, and a desire to learn anything new will always make a place for himself in business.

## THE EMPLOYMENT PROBLEMS OF THE SMALL OFFICE

By DAN E. FLICKINGER, Pension Consultant, John Hancock Mutual Life Insurance Company, Indianapolis, Indiana

The problems of a small office are different from those of a large organization. Our office in Indianapolis, for example, offers a contrast in requirements for employment in comparison with our large home office in Boston. There is less specialization in the small office and it becomes more valuable in such a situation to have the employee trained in the technical skills before he comes to the office. That is, if we ask for one who can use the mimeograph and the calculator, and the school is able to send us prospective employees who have had this training, a real service is given us in the conduct of our business routine.

Although we do not have jobs for beginners who have been trained in bookkeeping, shorthand and typewriting, nevertheless, if the employee were to stay with us for some length of time, he would be called upon to do work which would require knowledge of all three. In other words, from the standpoint of promotion, naturally a girl or boy who possesses all three is in a better

*(Continued on page 48)*



## Planning for Effective Learning in Business Correspondence

*The best materials for instruction can be selected only if the aims of the course are known first.*

By E. M. KEITHLEY  
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University of California  
Los Angeles, California

EDITOR'S NOTE: Part I of Mr. Keithley's article appeared in the December issue of UBEA FORUM.

In a previous article it was suggested that the teacher of business correspondence can bring meaning and understanding into his teaching through the development of a resource unit. It was suggested that the unit include an analysis of the problem in terms of students' needs, a statement of the objectives to be achieved, suggestions for classroom activities, a list of differentiated activities for use in meeting individual needs, suggestions for evaluation, and a list of suitable reference and other materials for the use of students and teacher.

Preparation of an appropriate list of objectives should be one of the first steps in the development of a useful unit. As a matter of precaution, it should be pointed out that the selection of these objectives should be determined by the needs of the students who take the course. The objectives should help to determine what ought to be done rather than to justify what is being done. If the teacher is looking for a set of objectives which he can use without giving the problem any thought of his own, then he is on the road to formalism and routine. Personal bias or preference should not be smuggled in under the guise of an objective. There is no excuse for developing objectives for the purpose of perpetuating the *status quo*.

A careful statement of aims provides the basis for the selection of classroom activities. It will assist the teacher in determining what differentiated projects will be of most value. It will point the way toward a practical evaluation program.

The best materials available for instruction can be selected only if the aims of the course are known first.

### Developing Objectives

The aims which are listed below are those which have been found helpful in the conduct of business correspondence classes at the University of California, Los Angeles. They are presented here as suggestions to those

who wish to work out similar patterns of planning for themselves. In using the list presented here, it has been found that not all of the objectives can be accomplished in one semester.

The list was not prepared to be presented to students, but rather as an aid to the teacher. Students are encouraged to select their own objectives after they have had an opportunity to obtain a general overview of the course. Just how far students can be moved to accept aims as their own depends to a large degree upon the part they have in setting them. Therefore, the teacher has the obligation to lead in the appropriate selection of aims, but he should avoid imposing his preconceived preferences upon his class.

These general objectives aim toward the development of understandings, attitudes, habits, skills and abilities, and associated learnings which seem desirable for the student of business correspondence. Each objective has been placed under one of the above headings more or less arbitrarily and with the understanding that a change in emphasis might change the classification.

### Understandings

Generally ideas and principles are more readily retained than specific information. While broad understandings are desirable, it should be remembered that they grow out of specific learning. Facts which are organized meaningfully and generalized into principles are more likely to be remembered. If these psychological principles are kept in mind, the development of the following understandings can more readily be accomplished.

1. To understand the importance of the business letter as a type of communication.
2. To understand that the purpose of a business letter is to persuade the reader to think or act favorably.
3. To understand that letters are expensive; therefore, good letters reduce costs by avoiding unnecessary correspondence.



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*"Taught as a major subject a clerical course should have a fitting title."*

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4. To understand that effective letters take the reader's point of view; they have the "YOU" attitude.
5. To understand the importance of good letters in building goodwill, and in improving business and human relationships.
6. To understand that business workers will find it necessary to write business letters, and that they will find it profitable to write *good* letters.
7. To become familiar with the quality of current business writing.
8. To understand initial employment requirements in ability to handle correspondence.

#### Attitudes

Success is likely to be closely related to goals which the student sets for himself. If he can see clear-cut relationships between the study of business writing and occupational goals, his achievement is likely to be at a level consistent with his ability.

1. To develop a desire on the part of students to set standards of performance for themselves.
2. To develop a code of ethics to be used in business writing.
3. To develop the attitude that planning is essential to good business writing.
4. To develop the attitude that proofreading is an absolute essential before any writing may be considered finished.
5. To develop the attitude that promptness in handling correspondence is important.

Methods of learning should be as similar as possible to those encountered in real situations. Current materials will help the teacher to produce lifelike problems and activities.

1. To develop continuing interests in business writing through a study of current materials and letters.
2. To recognize and eliminate the use of all trite, stereotyped, and "rubber-stamp" expressions.
3. To learn to use in each problem situation the major basic principles of writing business letters.

#### Skills and Abilities

If the primary objective of the course in business correspondence is the development of a marketable skill, understanding must be stimulated through opportunities to use and to interpret language in relation to experience. These objectives should provide fruitful suggestions for extending experience.

1. To develop a better understanding of language meanings which will contribute to effective thinking and writing.
2. To increase vocabulary.
3. To learn to write direct meaningful sentences and carefully planned paragraphs.
4. To develop a smooth writing style.
5. To develop skill in writing letters rapidly.
6. To develop skill in dictating letters extemporaneously.
7. To develop the ability to plan an effective letter.
8. To develop the ability to write effectively each of the types of business letter.
9. To develop the ability to proofread.
10. To learn the correct mechanics of letter form and setup including the various accepted forms in use today.
11. To develop the power to evaluate intelligently what others write.
12. To develop the ability to influence others through business writing.
13. To develop the ability to determine when business letters should be used in preference to other modes of communication.

Planning for greater individual growth and development should include provision for growth which normally might be considered *outside* the responsibility of the teacher and student in business correspondence. Planned outcomes are more likely to materialize than unplanned ones.

*(Continued on page 47)*

## Practical Clerical Training in the High School

By MARY K. TORMEY  
Newton High School  
Newtonville, Massachusetts

Should we train clerks? What are the duties of a clerk? We hear so much at business education conferences; we read much in business education periodicals on this subject. What should we do about it? An affirmative answer to the first question would certainly draw another. Can we justify general clerical training in our business curriculum?

As I remember the fundamentals of curriculum construction, the basic principles to be considered in establishing a new course include:

1. The aim of the course.
2. The persons to be trained.
3. The conditions of training.

Is the training to be given on the vocational, prevocational or acquaintance level? Is it a background subject, or a subject related to one of the skill subjects? To ascertain whether the subject is worthy of vocational training, let us take a look at the job situation.

My first acquaintance with clerical work came when I had some business experience with the Home Office of

a large Life Insurance Company where hundreds of clerks were employed. The majority of the employees, particularly of the male sex, were listed as clerks until they reached the junior executive status when a title of some sort was acquired and some supervisory duties undertaken in addition to the same or different clerical duties.

In this company, no one was employed as a stenographer. Applicants were hired as potential stenographers, but their first jobs were as typists or clerks. In my department, everyone including the department managers, especially the assistant manager, and the secretaries performed some duties which could be labeled in no other way but clerical.

Experience soon corrected a mistaken notion which I had and which many business educators still have. That was the idea that clerical work is always a "blind alley" job. Such is not necessarily the case. Junior clerks usually start with minor clerical duties. After spending some time in the organization, during which period they prove their ability and become familiar with the business, they may advance to the position of senior clerk with higher salary and more responsibility. In larger offices, the capable worker may become chief clerk, supervisor, or even a department manager. Of course, these positions are limited in number, but so are the good secretarial and accounting positions.

In connection with an effort to establish a clerical course of study, I followed-up some "Help Wanted—Clerical" advertisements. The chief purpose in doing this was to determine just what tasks these clerks were to perform, and also to search for something new in office procedure.

All the office managers interviewed approved of teaching practical clerical work in high schools. They feel that they must spend time to teach their own business to new employees, but they do not like to teach skills. The office managers regard clerks as the backbone of the office staff, as in both large and small offices clerks handle a great deal of the routine work that keeps the business going.

A recent survey made by the Boston Chapter of NOMA on "Salaries of Office Employees" in business firms in Eastern Massachusetts and Southern New Hampshire presents some very interesting statistics. Forty-five companies, including manufacturers, retail and wholesale sales organizations, insurance companies, banks, and finance companies, employing 11,384 clerical employees, contributed to the survey. Supervisors and executives were not included in this total. Certain job classifications were outlined, and of the total (11,384) 4,404 were classified.

The largest number of firms reporting on any one job

reported telephone operators. The next largest report was on file clerks and one step below were general clerks.

Payroll, mail, file, accounting, and general clerks, male and female, accounted for 2,207 or 50 per cent. Of the 798 secretaries and stenographers listed, 592 were listed in the category of those who "do other office work" or "do clerical work also." The first group ("do other office work") may include some clerical work among other duties. One hundred and forty-five messengers perform simple recording or filing duties in addition to messenger duties. One hundred and sixty-eight calculator operators must have some connection with invoicing, inventories, etc., even though they operate a calculator full time. The small number reported would indicate that other clerks using calculators in connection with payroll and other jobs were not included in this number.

A little mental calculation tells us that over 3,000 of the 4,404 classified clerical employees are performing either full-time, part-time, or incidental clerical duties. Of the 7,000 unclassified, no doubt many would be classified as clerical; as secretaries, stenographers, typists, bookkeepers are all included in the 4,404.

Their duties are possibly so specialized that they would not be covered by the job descriptions supplied for the survey. Many of the job routines referred to earlier in this article would probably not be listed, and the numerous clerks in the underwriting department of a fire insurance company, for example, would not be covered by any of the job descriptions given.

It is also interesting to note that the list included 112 full-time accountants against 376 accounting clerks who perform other duties such as payroll and invoicing in addition to handling an Accounts Receivable or Accounts Payable section, Control Accounts, and taking a Trial Balance.

*All of these statistics should prove that clerical training is a salable skill and as such should be taught vocationally.*

In a recent article, Dr. John Studebaker lists a decalogue offered by the Institute of Educational Research to be taught pupils in the School of Tomorrow. The first item listed is *Salable Skills*.

#### **The People to be Trained**

Who can benefit by this training? Like "the poor who are always with us," the "low I.Q.'s" are the problems to most business departments. As these pupils are limited in the ability to succeed in stenography or bookkeeping, they leave school, either on graduation or before, as mediocre stenographers or typists or with no salable skill. Some members of this group usually find places in the general clerical jobs calling for simple recording or filing. Why not train them for these jobs?

Then there are the "not-so-low I.Q.s" who do not like stenography and who drop out after one-half or a year's study. They may find themselves in clerical jobs but will have the ability to be promoted to the more responsible and more specialized clerical positions.

Both of these groups need clerical work as a major. Let's look back at the NOMA statistics. We find 235 per cent more accounting clerks who do invoicing and payroll work in addition to keeping accounts than there are full-time accountants and bookkeepers. We find 187 per cent more stenographers who perform additional duties than there are secretaries or stenographers who spend full time on transcription. Many inexperienced people are employed as potential and substitute stenographers, but their beginning jobs are principally clerical. These facts would justify teaching clerical work as a related subject to bookkeeping and stenography majors.

Another mistaken notion generally prevalent is that there are more women office workers than men. The 1940 census figures report that although more women than men work as office machine operators, stenographers, typists, and telephone operators, the reverse holds true in the case of general office workers. Of 1,760,000 general clerical workers, 64 per cent were men. Consequently, boys as well as girls should be trained in clerical work.

The individual school problem and setup will govern to a great extent how a course in clerical training is to be organized. Since the training should be vocational, it should be given in the eleventh or twelfth year.

A good clerical course which will provide vocational skills for the various types of clerical positions offered in business could be offered in the twelfth year without the use of office machines.

In the school where office machines are available, clerical work with or without typewriting might be taught in the eleventh year as a prerequisite to an office machine course in the twelfth year.

Clerical work might be taught in correlation with the office machine course, using machines as facilitators. This plan is particularly favorable to the school which is limited in office machine instruction by owning very little office equipment. It is also feasible for the school where the majority of equipment consists of adding machines and crank-type calculators which do not require long periods of instruction.

Clerical training might offer practical application of the office machine training, where fundamentals of office machine operation have been taught previously.

Taught as a major subject, a clerical course should have a fitting title. The term "practice" should be dropped. There is no justification for this course being

labelled "clerical practice" unless other courses are known as *practice* courses.

#### What are the Duties of a Clerk?

In answer to the second question, "What are the duties of a clerk?" let us examine the main features of clerical work. Is skill required or is clerical work so simple that anyone can accomplish it with little or no instruction and succeed?

In my own research into clerical work, it was found that all of the different clerks—payroll, mail, accounting, general, etc.—fall into three principal groups: file clerk, clerk typist and clerk figurer. The largest group is the clerk-figurer, as all payroll, accounting and many general clerks fall into this group.

Almost all office jobs which are not in stenography or bookkeeping are regarded as clerical. Most of these jobs seem to be dependent on other jobs. There seems to be closer relationship among various clerical jobs than there is among various types of stenographic work. Furthermore, bookkeeping is dependent upon various clerical jobs for assistance.

For example, in a life insurance company, let us assume that a policy was written for \$5,000 but later reduced to \$3,000. The original records in various departments show the face value of the policy as \$5,000. A change slip showing the change in face value and the premium is made up by a clerk in the policy department. This change slip goes to the registry department which has a complete record of all policies in force; to the premium department to change the record of premiums to be paid; to the agency auditing department, which audits agents' commissions; to the tax department to decrease the amount of tax due the state in which the policy was written, and possibly to many more departments. This operation appears to be a simple job of recording the policy number, amount, new premium and like items, but if the clerk who writes the change slip makes an error, several different departments will be affected by that error.

Another illustration is that of a sales office. Orders come in by mail, through salesmen, by telephone, and by personal call. An order form is made up in some cases; it is checked in other situations. The information on that order is used to adjust stock records, make up invoices, post sales records, salesmen's production records, salesmen's commissions, and accounts receivable.

It is that follow-through that I referred to as lacking in most of our high school instruction. Each pupil's work is graded individually. If he makes an error, it affects no one but himself. If his work is 90 per cent correct, he thinks he has done very well. In business, it is a different story. His errors can be very expensive. Forms



may be wasted, if this error is not promptly discovered. The wrath of many customers may fall on the ears of an employer or manager, if the error is not discovered. Also, 90 per cent correct work is not satisfactory; it must be 100 per cent to be satisfactory. The importance of practical training, therefore, cannot be over-stressed.

We must emphasize the speed required. One person cannot hold up the work of many people by not performing his duties promptly. If a batch of change slips is held in one department, the work of other departments is retarded.

In connection with the sales orders, there are reports

to be completed, records to be made, arithmetical computations of addition, subtraction, percentage in discounts and commissions, sorting, transferring information from one form to another, and recording in the proper sections. Both of these illustrations include the use of forms; many different forms and much paper handling; copying and checking figures and names; putting the correct item in the correct column and *knowing why* the information is recorded in that particular section; totaling certain groups of amounts to obtain information and *knowing why* those particular groups are totalled.

*(Continued on page 50)*

## Does My Clerical Course Meet Today's Needs?

*Certain phases of general clerical training aimed at meeting the needs of yesterday may fall far short of meeting those of today.*

By **BRUCE F. JEFFERY**  
*Director, Business Teacher Training  
State Teachers College, Salem, Mass.*

The instructional program of all phases of business education, especially that of general clerical, should be so flexible and subject to modification that it stands in constant readiness to meet the changing needs of the business community which it aims to serve. Certain phases of general clerical aimed at meeting the needs of yesterday may fall far short of meeting those of today.

If general clerical is to be responsive to the needs of business, what is the nature of the changes which we may be called upon to make in it? Briefly stated, the following are of major importance:

1. Change of emphasis in instructional aims.
2. Revision of subject matter content.
3. Modification of instructional procedures.

Changes should always be made when investigation shows that they are desirable in order to meet a need. Revision and modification should be made upon the basis of valid and authoritative information and evidence secured from a representative sampling of the businesses and industries served. Certainly, if we have made no immediate inquiry into or survey of the needs of the business community within the past five years, *the time to undertake such an investigation is now!*

The chief cause of failure of our instructional programs in office practice to meet local needs is almost

invariably due to the fact that we as business teachers have failed to take advantage of the willingness of business to meet us half-way in clearing up the misunderstandings and misconceptions in regard to certain common basic principles. We have been content too long to stand on the sidelines with the result that an ever-widening gap has developed between the two groups. In altogether too many communities each group is unfamiliar with the problems, and the solution of those problems, in the other field.

In most communities or areas served by our general clerical instruction today there is at least one group, and often several, to whom we may turn with confidence that mutual help and assistance will result. Typical of such groups are service and luncheon clubs, associations of business men and office managers, and Chamber of Commerce and mercantile groups. It will pay us well to contact the chairmen of the educational committees of such groups.

Many schools with the consent and cooperation of their administrations have formed local advisory committees of representative business men who serve with business teachers in an advisory capacity on business education. Such groups are ideal links for enabling teachers of office practice to acquaint themselves at first



hand with the problems of business and to secure the necessary information to enable them to revamp and revitalize their training program along the lines and in the areas that seem most advisable.

Firsthand information is the first step in improving instruction. The National Office Management Association recently invited business teachers to spend an entire day in the offices of its members as guests of the firms. Such visits were suggested not only to afford business teachers an excellent opportunity to interpret business education to business leaders, but they would, in turn, enable business leaders to acquaint the teachers at firsthand with working conditions, production standards, office procedures, and machines and equipment commonly used.

By working together, our training programs in office practice can be improved by cooperative effort in planning and conducting occupational surveys, making job analyses, setting up job specifications, and initiating and carrying out follow-up studies. Teachers on the one hand will be more alert to the changing needs of business. Business on the other hand will feel that it is an important part of an educational system which is shaping and providing practical and workable programs.

#### Suggested Survey Blanks

The following forms for use in a local survey are presented to suggest to office practice teachers how they may secure invaluable information and helpful suggestions from the business community in their efforts to keep their office practice courses in line with the best in current business procedures and practices.

#### 1. Office Machines and Types of Training Recommended

Kindly indicate the number of different machines used in your office and check (v) the kind of training you believe most desirable for each type.

		No. We Have	TRAINING SHOULD BE:				Vocational Given to Develop Skill
			Given by Machine Companies	Given by School	Given in Our Office	Given for Acquaintance Only	
MACHINE	TYPE						
ADDING &	Full Keyboard						
LISTING	Ten Key						
BOOKKEEPING	Simple Type						
BILLING	Similar to Typewriter						
CALCULATING	Key Driven						
	Carriage Shift						
DICTATING &	Cylinder						
TRANSCRIBING	Disc						
	Wire or Tape						
DUPLICATING	Stencil						
	Fluid						
	Gelatin						
STENOGRAPH							
SWITCHBOARD	Telephone						
TYPEWRITERS	Standard						
	Electric						
OTHERS:							

#### 2. Occupational Proficiency

As a result of your experience with our graduates, what is your opinion as to their general preparation for employment? Please check:

	Good	Fair	Poor
Use of English			
Spelling			
Mathematical Ability			
Penmanship			
Typing			
Dictation			
Use of Office Machines			
Do They Do Good Work?			
Do They Do Their Share?			
Regularity in Attendance			
Care of Company Property			
Obeys Instructions Willingly?			
General Attitude			
Accept Responsibility?			
Initiative			
Cooperation			
Manners and Neatness			

#### Conclusion

General clerical teachers in communities where there are no organizations or associations of office managers may wonder how they can "bridge the gap" between the office practice classroom and the business office. The answer appears obvious, if the community has need for young people with office practice training, and if such training is a part of the business program of the local high school. Interested and alert teachers should encounter little opposition or difficulty in prevailing upon a group of representative business men and women to serve as coordinators or advisors. Teachers have successfully met similar challenges in other communities. Why not be the first to try it in yours?

# Something New Has Been Added

Business offices are becoming more highly mechanized as machines become available. Business men are looking more and more to our secondary schools and colleges for well-trained workers who can operate effectively the machines which aid in office production. In addition to training skilled operators in some instructional areas, schools must accept the responsibility of acquainting prospective office workers with the operation of office machines even though skill is not acquired during the brief training period.

Because of the interest of business teachers in office machines, sixteen manufacturers were invited to describe for FORUM readers their latest models of machines suitable for classroom instruction. Within the next four months, orders for thousands of new office machines will be placed by schools upon the recommendations of business teachers. Local representatives and agencies of the various business machine manufacturers should be asked for demonstrations and for more complete information concerning the models presented in this section.—HOLLIS P. GUY.

## Voice Recording Machines

### THE DISC EDISON VOICewriter VOICE RECORDERS



Putting the 7-inch erasable disc on the new DISC Edison Voice-writer is so simple it can be done with one hand.

Latest Edison Dictating instrument, the DISC Edison Voicewriter features convenience, clarity, and "mistake-proof" operation. Its 7-inch erasable plastic disc records for 30 minutes and can be mailed for 3 cents.

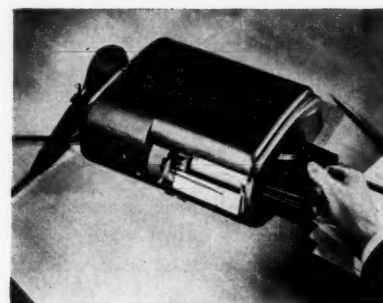
To put on a disc, the user flips open the cover, slips in the disc, and closes the cover. The instrument itself positions the disc. An indexing system automatically marks location and an all-purpose signal light shows when the instrument is ready. It is virtually impossible to forget to put in a record or to lose your place on the DISC.

Improved "Far-Tuned Jewel-Action" or *Diction Control* together with wide control over speed and instantaneous start and stop on the secretarial instrument makes easy work for the secretary. Backspacing is ac-

curate and controlled. The DISC Voicewriter will top Edison's line.

THOMAS A. EDISON, INCORPORATED, West Orange, N. J.

### DICTAPHONE ANNOUNCES TIME-MASTER



Removing the Memobelt from the Dictaphone Time-Master.

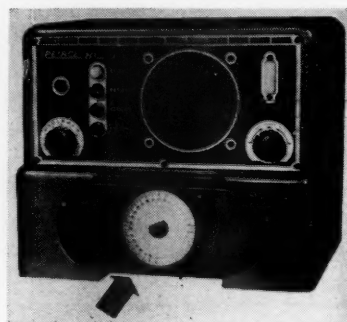
Dictaphone Corporation has recently introduced its long awaited portable electronic dictating machine, the Time-Master. A radical departure from previous dictating machine designs, the Time-Master in size, shape and weight is a most conveniently portable dictating machine. Streamlined, sturdy and compact, the Time-Master weighs only 20 pounds and covers a desk area slightly larger than a standard business letterhead.

It records on a small, flexible, endless plastic belt, called a Memobelt, which is mailable and fileable. This plastic dictating machine provides both uniform tonal clarity and quality from beginning to end and uniform, measured backspacing for dictator and transcriber alike. Each Memobelt holds 15 minutes of uniformly clear dictation for transcription on the Time-Master electronic transcribing machine. In operation, Dictaphone's "Time-Master Twins" are identical to the Dictaphone cylinder models.

DICTAPHONE CORPORATION, 420 Lexington Avenue, New York 17, N. Y.

### "WIRE-O-MATIC" NEW FEATURE OF PEIRCE WIRE RECORDER

The Peirce is a high-fidelity wire recorder designed specifically for commercial use. Although the development of the simple, light-weight "Wire-o-matic" cartridge, which holds 15, 30 or 60 minutes of dictation, is particularly noteworthy, the new Peirce includes many other features that are being introduced for the first



The new Peirce "Executive Dictator" features a "Wire-o-matic Cartridge" (indicated by arrow in picture).



## How Did Mary McFaull Get Her Fine Job

*as secretary to Sales Manager  
of W. Ralston & Co., Inc.?*

Mary McFaull is secretary to Mr. John D. Johnston, New York Sales Manager of W. Ralston & Co., Inc. She reached this responsible position because of her knowledge of Ediphone.

While he talks his work away—alone and at his convenience—she handles other matters for him. No time wasted at his desk, no interruptions, they *both* accomplish more.

Because many of the best opportunities in business open up like this one, your graduates will appreciate Ediphone training.

### EDIPHONE TRAINING CREATES SUCCESSFUL GRADUATES

Write for more information about the Ediphone Voice Writing Course which enables you to train your students through complete school material, completely integrated with English, typing and other secretarial subjects.

*Thomas A Edison*

THOMAS A. EDISON, INC.  
WEST ORANGE, NEW JERSEY

In Canada: Thomas A. Edison of Canada, Ltd., Toronto 1, Ontario



Teacher's manual,  
student text, 18 records, certificate of proficiency, certificate of achievement, letter-head pads, qualifying tests, new secretarial Ediphone.





time. These include an "Exacto-Timer," actually a part of the cartridge, which immediately locates the position of all dictation on the wire, push-button controls, extra-fast rewind, automatic back-spacing and newly developed feather-touch foot controls.

The Peirce system includes an "Executive Dictator," an all-purpose machine in which the executive can record, listen or rewind; and a "Super-transcriber," a purely transcribing unit which the manufacturer claims will cut transcribing time for ordinary typists more than 35 per cent.

PEIRCE WIRE RECORDER CORPORATION, 326 W. Madison Street, Chicago 6, Illinois.

#### LIGHT BEAM INDEXER ADDED BY SOUNDScriBER

The SoundScriber System is divided into two branches: a recording branch and a playback branch. The recording branch creates the record. Functionally the recording branch comprises a microphone, a recording amplifier, a recording head with permanent diamond-tipped stylus, and a Vinylite plastic disc on which the recording is made. In operation, the patented mechanical drive system turns the turntable at constant speed while the recording head embosses uniform grooves for the recording. The playback branch generally re-

verses the recording process. The free-floating playback arm, tipped with a sapphire stylus, the amplifier and the dynamic speaker function with the drive system to audibly reproduce the grooved disc exactly as it was recorded.

The new Light Beam Indexer on all models insures SoundScriber accuracy. Location of specific material anywhere on the disc is instantly possible, due to the incremented index.

THE SOUNDScriBER CORPORATION, 146 Munson Street, New Haven 4, Connecticut.



#### Typewriters

##### UNDERWOOD PRESENTS NEW MODELS

Functionally engineered and finished in Underwood gray, a new standard typewriter has been announced and introduced by Underwood Corporation. This Rhythm Touch De Luxe Model features a full ten-inch



Underwood De Luxe



Underwood All Electric

writing line with standard width carriage, and a removable cylinder. A completely enclosed machine back and other refinements of design have resulted in quieter and easier operation.

Featuring a drop line space lever for ease, speed and accuracy of carriage return, in addition to the Underwood Rhythm Touch and Rhythm Shift, the De Luxe Model with a new and deeper paper table and larger lateral paper guide, are improvements for the operator's convenience. Newly engineered cylinder knobs are deeply threaded for an easier finger grip to aid paper insertion into the machine, and a larger variable line spacer plastic knob permits easier and more accurate aligning. Tabulation is keyboard controlled for any one of more than one hundred positions. A fixed pointer, attached to the front of the carriage, indicates the exact position on the writing line.

Finger-Form plastic key tops, concave and rimless, are scientifically designed for finger tip ease and pleasant touch. Dual Touch Tuning provides adjustment features to give each typist the amount of key tension best suited for individual preference. The ribbon moves only when the keyboard is operated, assuring uniform type impressions, even ribbon wear and increased economy.

The new Underwood All Electric Typewriter is stimulated in a functional manner with the standard keyboard in a new design for comfort, ease and speed of operation. In addition to the electric keyboard, the machine has electric carriage return, back spacer, shift key, shift lock, space bar and tabulator.

UNDERWOOD CORPORATION, One Park Avenue, New York 16, N. Y.



#### NEW REMINGTON ELECTRIC TYPEWRITER DISPLAYED

A new electric typewriter, representing a startling departure from current typewriter design standards, has been added to Remington Rand's broad line of commercial and portable typewriters.

The new machine presents a novel, radically different, functional styling plus several mechanisms which, company spokesman say, insures greater durability and longer life than has been known heretofore.

Unique with the "Electric Deluxe" typewriter is a control panel which places every important control at the fingertips of the operator. The constant-speed elec-



tric motor insures uniformity of speed and type impressions "regardless of any externally-caused drain of power sources." A new type face, known as "Remington Rand type", has been developed especially for the new machine. The usual pica and elite typefaces are also available.

Described by the manufacturer as an "all-purpose" typewriter, the new Remington Electric fits all standard typewriter desks. A new keyboard with "fingerfit" keys "molded to conform to the operator's fingers" is claimed to produce maximum speed of operation with minimum operator fatigue.

REMINGTON RAND, INC., 315 Fourth Ave., New York 10, N. Y.

#### Adding, Calculating and Bookkeeping Machines

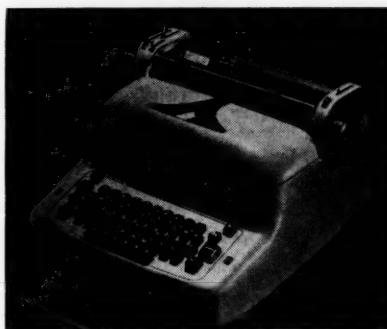
##### REMINGTON RAND INCREASES PRINTING CALCULATOR'S CAPACITY TO A TRILLION DOLLARS

The Printing Calculator "97" multiplies and divides automatically, adds and subtracts, and with the printed tape, can also be used for listing. In every calculation, the machine completes the problem and clears the keyboard automatically. "Short-cut" multiplication is introduced in the new "97". By means of an added feature key, the number of cycles required to complete large-digit multiplication problems is reduced close to 50%, thereby effecting large savings in time.

Standard features include the Remington Rand 10-key keyboard. Built-in steel cushions absorb machine noise and vibration, and there is a wide, flat paper table for making notes on the tape. A value scale and column indicator speed accurate evaluation of all figures on the tape. Decimal pointers which may be pre-fixed quickly locate the position of the decimal in any problem, and an electrified decimal key prints the decimal on the tape.

#### IBM STREAMLINES NEW MODELS

The new IBM Electric Typewriter features engineering changes that further improve performance and which are the latest developments in the company's long



experience in designing, manufacturing and servicing all-electric typewriters. The new machines are compact, fully streamlined and finished in a soft tone of gray. The mechanism under their navy blue keys is covered by a keyplate. This improves the appearance and prevents the accumulation of dust.

The new typewriters retain the IBM all-electric keyboard which, by a light touch of a key, performs all the heavy operations. These operations include returning the carriage and, at the same time, automatically spacing the line; tabulating, back spacing and shifting for capitals. Among the outstanding new features are the readily-adjusted multiple copy control, the four position ribbon control, the keyboard margin set, the electric ribbon rewind and line position reset.

The Executive Model is available with any one of four type faces, each designed to give distinctive appearance. Using this model, one may prepare copy with straight right- and left-hand margins.

INTERNATIONAL BUSINESS MACHINE CORPORATION, 590 Madison Avenue, New York 22, N. Y.



Back space and correction keys clear the keyboard one digit at a time or all at once.

REMINGTON RAND, INC., 315 Fourth Ave., New York 10, N. Y.

# **ADDING-FIGURING MACHINE BY UNDERWOOD SUNDSTRAND**

The new Underwood Sundstrand Adding-Figuring Machines are finished in an attractive new two tone gray and black combination. A newly designed paper tear-

off knife provides complete visibility for all the figures at all times. The machine is available with various column capacities and other features.

UNDERWOOD CORPORATION, One Park Avenue, New York 16, N. Y.

## **LATEST MONROE FIGURING MACHINES**

The latest additions to Monroe's complete line of calculating, adding-listing, accounting, and bookkeeping machines show the modern trend towards streamlining in both design and operation. Everything about these high-speed machines has been contrived to make it easier for the operator; many functions are performed automatically with the result that the operator's work seems to have become largely one of simply feeding figures to the Monroe.

Among the completely automatic operations of Model CAA Monroe Adding-Calculator are: rapid, easy squaring of numbers; positive, negative, and accumulative multiplication; carriage shift and tabulation. Its split lower dials is an added feature.

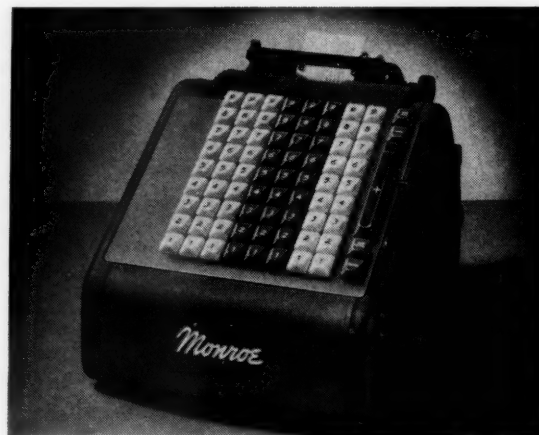
The Model CST, which is presented as the companion to the Monro-Matic, has the same streamlined design and is equipped with the same type of square-top keys and stepped-up "Spot-Proof" keyboard. Although classed as a semiautomatic model, numerous operations of the CST are entirely automatic, such as clearance and carriage return, entry of dividend and keyboard clearance. The mechanical improvements are quickly recognized when the CST performs automatic division in which five separate steps are reduced to a single one.

In Series 400 Monroe Adding-Listing Machine the keytops show an innovation for they are shaped to fit the tip of the finger. They are close together without spaces between, yet the way they are stepped-up reduces the chance of the operator making an error by depressing more than one in the same column; numerals are large for quick reading. The soft gray and cream color combination of the keytops was selected to reduce eye strain. Another new feature is the front insertion type carriage which besides holding regular tapes takes forms up to 4 1/4 inches wide.

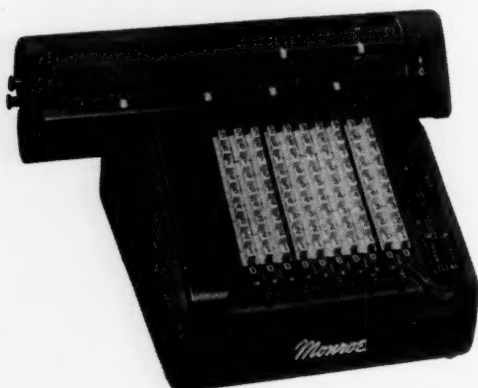
MONROE CALCULATING MACHINE COMPANY, INC., Orange, New Jersey.



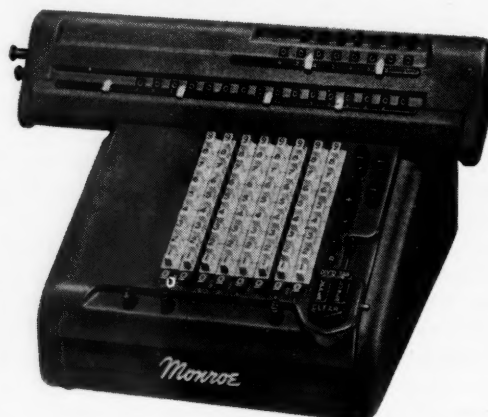
Underwood Sundstrand Adding-Figuring Machine



Series 400 Monroe Adding-Listing Machine



Monro-Matic CAA Model Adding-Calculator



CST Model Monroe Adding-Calculator

complete textbook  
"Fundamentals of  
Mimeograph Stencil  
Duplication"—fif-  
teen lessons, fully  
illustrated. Edited by  
Agnew (NYU) and  
Cansler (North-  
western).

operating  
charts  
Size 50" by 38" in  
three colors for easy  
classroom teaching.

"the mimeograph is near the top in  
frequency of use among office machines"

## Why more and more pupils ask to be taught mimeographing . . .

Pupils naturally want the better jobs and  
greater security most employers offer appli-  
cants who know mimeographing.

To help you in teaching mimeographing,  
A. B. Dick Company provides a number of  
special services and teaching aids. Some of  
these are shown here.

In addition, there is a complete line of  
A. B. Dick mimeographs for use with all makes  
of suitable stencil duplicating products. There  
are models to meet all requirements, fit all  
budgets. For more information simply fill in  
and mail the coupon.



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## 5 New School Services!

For more information about the teaching of  
mimeographing and the five new school services—  
mail this coupon today.

A. B. Dick Company, Dept. UB-249  
720 West Jackson Boulevard  
Chicago 6, Illinois

Name .....

School .....

Address .....

City ..... State .....

### tracing pages

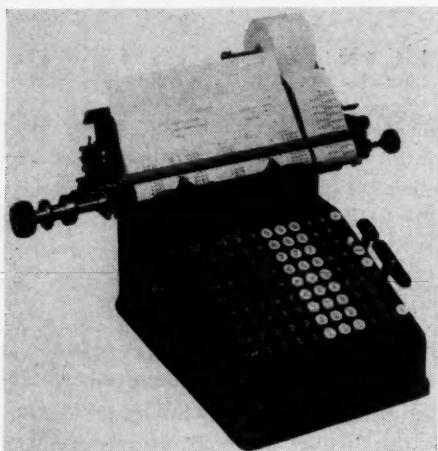
A portfolio of drawings and ideas  
to tie in with school activities.



# **THE BURROUGHS DESK MODEL BOOKKEEPING MACHINE, 9 10 101**

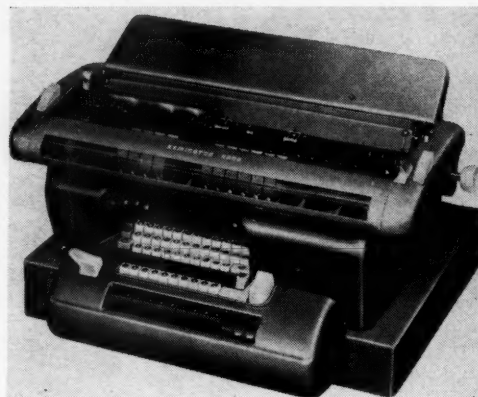
The Burroughs Desk Model Bookkeeping Machine illustrated is one of the most representative combination listing and bookkeeping machines in general use today. It embodies all the features normally required for the posting of ledgers and other basic bookkeeping procedures common to practically all modern offices.

Through the use of the Burroughs Desk Model Bookkeeping Machine it is possible to develop a broad working knowledge of the basic machine operations which are found in general office use today. The machine may be used for listing and figuring, providing an opportunity for the development of proficiency in mechanical addition, a function which absorbs more than half of all available office working time. The same Desk Bookkeep-



ing Machine, used for bookkeeping practice, presents a practical means for the development of machine skill in the application of bookkeeping principles.

BURROUGHS ADDING MACHINE COMPANY, Detroit 32, Michigan.



## **"FOREMOST" ANNOUNCED BY REMINGTON RAND**

A new line of bookkeeping machines, designated the "FOREMOST", 500 and 600 series, has just been announced by Remington Rand, Inc. Innovations include a streamlined, non-glare case which eliminates eye-strain, and finger-grooved, organ-type keys for simpler operation. Optical lucite which covers the registers magnifies all figures for increased visibility, and the special insulated, noise-absorbing, Aphonic Stand reduces operator fatigue and prolongs machine life. All "FOREMOST" models are completely electrified. Model 685 computes and prints balances automatically, while the entire line provides automatic tabulation, automatic proofs, and automatic carriage returns and line spacing. Front feed insertion and collation allows "one-procedure" operation. Two, three or more related forms may be produced at one time. And many specific applications may be handled on one machine, since the operator can add, remove or reposition registers at will in a matter of seconds.

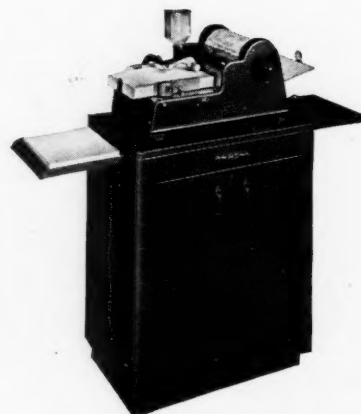
REMINGTON RAND, INC., 315 Fourth Ave., New York 10, N. Y.

## **Duplicating Machines**

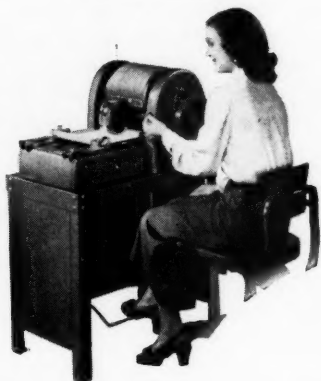
### **WOLBER PRESENTS LIQUID DUPLICATOR**

The *Copy-rite* Liquid Duplicator reproduces anything written, typed or drawn on a single master sheet. Copies are made from this sheet inserted on a drum. Entire operation is simple, clean and efficient. Up to 200 copies are obtained from one master sheet. The *Copy-rite* Liquid Duplicator operates in such a way that the entire reproduction process is done without even getting the fingers dirty. There are no complicated controls or gadgets. Everything is carefully predetermined at the factory for successful operation by a novice.

WOLBER DUPLICATOR & SUPPLY Co., 201 Cortland Street, Chicago 14, Illinois.



**A. B. DICK ANNOUNCES NEW ADDITION TO  
"400" SERIES**



A. B. Dick Company announce the Model 435 A. B. Dick mimeograph, the most recent addition to their new "400" series.

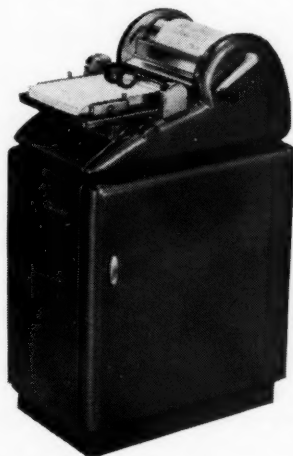
This new, electrically driven table model, which has all of the "400" series features such as the Roto-Grip feed, the fast-loading feed table, simplified stencil clamps, and controls for instantaneous adjustment for vertical, lateral and horizontal copy position, has the additional advantage of being operated from a sit-down position, thus holding to a minimum the element of operator fatigue.

Other new products recently announced by A. B. Dick Company are stencil sheets with special guide lines for production of four-page folders, stencil sheets with two-column and three-column guide lines for production of bulletins, newsletters, newspapers and similar mailings, the addressing stencil sheet for mailing list addressing on the mimeograph and the handwriting stencil sheet which was designed especially for production of black on white copies for classroom needs.

A. B. DICK COMPANY, 720 West Jackson Boulevard, Chicago 6, Illinois.

**NEW DITTO D-15 LIQUID TYPE DUPLICATOR**

There are no stencils to cut, no type to set, and no mats to sensitize when you use the new Ditto Model D-15 Duplicator. The Ditto original is a sheet of paper. A deposit of dye is placed on the sheet by writing, typing



**BUSINESS MACHINES IN LOS ANGELES**

In September of 1947 a business machines unit was installed in 30 senior high schools in Los Angeles. The unit consisted of: 6 key-driven calculators, 4 bookkeeping machines, 2 electric rotary calculators, 4 hand operated rotary calculators, 2 full-keyboard adding machines, 2 ten-key adding machines, a fluid duplicator, a transcribing machine, and an electromatic typewriter. These machines are used by students in the business practice, office practice and clerical practice classes and have been enthusiastically received by both teachers and students.

Miss Ethel Taecker of Polytechnic High School says, "At Polytechnic, business machines are taught at present in conjunction with Office Practice 1. The course of study and instructional aids so ably worked out by Mr. Harold Howard of Metropolitan Graduate School of Business are proving of invaluable help to the student and teacher as well. We use the rotation schedule and in ten weeks the student will not acquire a high degree of skill, but will be able to operate the machines with a basic understanding of their use. Since the highest percentage of high school graduates entering business are initially employed in the clerical field, we feel the student should be trained in business machine operation to improve his competence to hold a clerical position. Recognizing this, we hope in the near future to offer training in business machines for two semesters, making the first a requirement for all business majors, and the second an elective."

Mrs. Hazel Beasley of Roosevelt High School says, "My students just love the machines work. I try to teach the relationship between the various machines having them do the various operations on each machine and comparing them. They soon find that the machine is only as good as its operator. When a student working in an office finds a machine of the type or make which he has used at school, he is confident and can operate it. Many of my part-time workers have been told that if they increase their speed on the machine they will be given a promotion or a salary increase. They are anxious to practice even during their lunch hour."

Mr. Richard Bailey of Dorsey High School says, "My business practice students show more interest, enthusiasm and sustained effort with the office machines than with any other unit. Alumni who are working for banks, insurance companies and in offices come back and tell me they are using most of the kinds of office machines and are very glad they learned how to use them in Business Practice."—*California Business Educators Bulletin*

or drawing through Ditto Direct Process Carbon Paper.

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### Bookkeeping

(Continued from page 12)

comprehensible to him as to you or me. And when the more alert student compares notes with a parent or the grocer and finds that the double-entry system is not used in his business, or that work-sheets, statements of profit and loss, and balance sheets are seldom-used luxuries, he has no little difficulty in reconciling theory with practice. His adjustment is quite likely to manifest complete apathy or outright disorder in the classroom.

Of no little difficulty for the students is the vocabulary, nomenclature, or "lingo" of bookkeeping. It is difficult enough to identify an item, procedure, or situation, but to master the words of intercommunication is often an insurmountable problem. The world has probably never appeared to be composed of "assets," with claims represented by "liabilities" and "proprietaryship." "Equation," and the concept which it implies is new to the non-mathematics student. "Cash" is something cold and hard, and does not encompass the doubtful order of a piece of paper—a check. "Credit" belongs to the adult world, and is something of which the bookkeeping student gets little. "Negotiable instruments" and "vouchers" might cause confusion with many adults.

The amateur carpenter who sets out to build his own house, only to find that he must first master the fundamentals of cutting a square joint, driving a straight nail,

or calculating the pitch of the roof, is faced with no more of a problem than is the bookkeeping student who must learn to use the basic tools of his job: pen and ink, ruler, blotter, columnar paper. We have all suffered the agony of a nearly completed statement ruined by the ink-blot on the total. To the student, for whom every minute spent on bookkeeping is an hour lost from play, the proper use of bookkeeping tools is a constant exasperation.

Arithmetic calculations are difficult, at best; every trial balance is a "trial" to the student. Then fasten a prize to a single correct total or a punishment to a misstep, base the calculations on fours which look like sevens and nines which look like noughts, and try to keep interest high and voices low.

The problems of the bookkeeping students are the problems of his bookkeeping teacher; we cannot shift or avoid responsibility for helping students find their way to better learning. We cannot blame the grade-school teachers for failure to teach fundamentals in reading, writing and arithmetic; we cannot blame some other department for failing to provide clear objectives for bookkeeping. The job is ours; we must take students and their problems as we find them. We must recognize the responsibility which is ours: we must become better teachers by searching out and recognizing basic learning difficulties and by teaching in a way to reduce or remove the causes of those difficulties.

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## Shorthand

(Continued from page 9)

As students become more advanced in their work, invite them to form the shorthand habit wherever and whenever possible. To isolate shorthand into one particular sphere of activity is to lessen its usefulness. Since one spends so many precious hours learning the subject, why not make it pay social dividends as well as scholastic and financial! This can be done by using shorthand in taking down lecture notes in other subjects, reporting for your school paper, radio speeches, debates, games, and other college activities. Keep your favorite diary in shorthand, or write letters to pen pals. You gradually develop a desire for writing shorthand whenever it is more convenient for you to do so and it is then that you realize why shorthand is prefixed with "short."

There is no royal road to successful shorthand mastery, and the ideas I have mentioned from my own experience are simply a repetition of facts which may be reiterated by every shorthand teacher. Both teachers and students work hard for any success which may be achieved. Shorthand teaching can be contagious—a reflex of your attitudes. If you love it, the students love it, and it becomes a satisfying experience to all concerned. My students adopted a motto several years ago which they modified for themselves. It is a truism that is applicable to shorthand as to any business subject: "Give to your work the best you have . . . and the best will come back to you!"

## Keithley

(Continued from page 32)

1. To develop initiative, judgment, and power of analysis by solving business problems by letter.
2. To increase knowledge of business procedures, principles, and policies.
3. To develop a better understanding of people by studying their reactions to written materials.
4. To develop confidence in the ability to solve business problems by letter.
5. To develop leadership through group activities.
6. To develop leadership by acquiring confidence and ease in dealing with people.
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9. To develop an interest in research in the field of communications.

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## Lamb

(Continued from page 31)

position to move up than one who can handle but one or two.

In addition to this training it is desirable that various other office techniques be acquired before coming to work. General filing is very important. One should be able to use the telephone properly. Good usage of English will make for poise which assists in promotion. Appearance and general good personality are especially important. It may be that the individual employee has more responsibility in our type of office, but large or small as the office may be, we all look for training in responsibility.

### Understanding Between Schools and Business

By EDWARD H. TURNER, Personnel Department, Liberty Mutual Insurance Company, Boston, Massachusetts

Fifty-five per cent of the people helping to carry on our business come to us directly from the high schools. The fact they can join our company with no business experience and begin to assume responsibilities in a comparatively short time is a tribute to their high school training.

There are, of course, problems to be solved. Our supervisors have noted the following deficiencies among new employees coming to them from the schools:

1. A lack of ability to speak and write good English. Included in this category are poor spelling, faulty punctuation, and the inability to express ideas and write simple letters.
2. A lack of facility in handling simple arithmetic; especially fractions and decimals.
3. An inability to think things through. Too many look to others to do their thinking for them. Perhaps this is the result of too much memory work, and not enough practice in the practical application of common sense.
4. Failure to check work for accuracy and reasonableness. There is a common willingness to accept 70% correct as passable work. Business needs 100% accuracy.
5. Insufficient training in office skills, such as typewriting. Liberty Mutual and at least two other insurance companies in Boston, are conducting classes in typewriting on company time to bring the speed and accuracy of high school typists up to the minimum requirements of our work.
6. Poor work habits resulting from a lack of training in planning and organizing.

Two plans have proved successful in approaching a solution to these problems, and in the promotion of better understanding between schools and business:

The first is a cooperative plan in which the student spends part of the school year actually working in a business office. The teacher and supervisor work together in developing the student for a business career.

The second is joint planning on the part of the school and the business organization. In one instance at least, faculty members of a high school business department spent several days studying the work requirements of the departments in an insurance company. Members of the personnel department of the company then worked with the school planning board in developing the course requirements for the year.

Both plans certainly constitute steps in the right direction—toward an even better understanding between schools and business.

### Cooperation of Schools and Business for Training of High School Students for Clerical Positions

By CATHERINE E. GRAINGER, Employment Supervisor, Massachusetts Bonding and Insurance Company, Boston, Mass.

Those high schools in which provision has been made for work-experience are definitely preparing their pupils for the business office. Our own experiences cause us to give unqualified indorsement to a well-supervised plan whereby the pupil works a part of the school year in the office and then returns to school for correlated instruction. Our example of success with this type of plan is found in the Medford High School (Medford, Massachusetts), alternating two-week work-experience arrangement which we feel is a definite step forward in the training of young women for business responsibilities and careers.

Generally speaking, high schools do not include in their curriculum a workable knowledge of *how* a business office conducts the day's work. Production and the smooth handling of the routine matter of the day's business seem not to have been a part of the pupil's preparation. There is noted a general lack of responsibility. The pupils feel that employment means that one earns a day's pay, but the concept of the pupils giving a fair day's work does not follow in many cases. Therefore, even though the training in the skills has been adequate, wrong personal attitudes are difficult to overcome.

It appears that closer co-operation between the school and the office could give so-called job information to the pupil that would prepare him for the type of work which he is capable of doing. When the office notifies the school of any lack in training, steps can be taken at the time to correct the deficiency. When the pupil is to be changed from one department to another, he can be instructed in the school on the type of machinery which he will be required to use.

We find a type of loyalty for the business job developing in these pupils which is most desirable in business. All personnel persons strive for happy working conditions because those who are suitably employed perform more efficiently than if conditions are otherwise.

In a large business such as represented by our home office the work must move rapidly and efficiently. We are only too willing to co-operate in any plan suggested by the schools since, by working together, we shall both find beneficial results.

Generally speaking, the high school pupil who comes to us for employment is prepared for general clerical duties. We test to determine aptitudes. While he begins his work with routine duties, any specialized training which he may have will be an aid in promotion. If he has had training in billing, on the electric typewriter, on the adding machine, and other machines which are similar, we find that the knowledge gained will carry over when he is asked to begin work on some of the more difficult to operate office machinery.

The employee who is dependable, neat and accurate, and who can offer a good clerical training together with some training in the machines of the office is the one all personnel persons like to interview.

## Chapters Organized Recently

Alabama—Marshall County High School, Guntersville  
 Florida—University of Tampa, Tampa; and Hillsboro High School, Tampa  
 Georgia—McHenry High School, Rome; and Boys High School, Rome  
 Indiana—Walton High School, Walton  
 Iowa—West High School, Waterloo; and Chariton High School, Chariton  
 Louisiana—Kaplan High School, Kaplan  
 Maryland—Towson High School, Towson  
 Mississippi—Yazoo City High School, Yazoo City  
 Missouri—Moberly Junior College, Moberly  
 New York—Baldwin High School, Baldwin  
 Oklahoma—Sapulpa High School, Sapulpa  
 Ohio—Libby High School, Toledo; and Terrace Park High School, Terrace Park  
 Oregon—Brandon High School, Brandon; and Washington High School, Portland  
 South Carolina—Lander College, Greenwood; Walterboro High School, Walterboro; and Loris High School, Loris  
 South Dakota—Webster High School, Webster  
 Texas—Mary Hardin-Baylor College, Belton  
 Hawaii—Kahola High School, Kahola; and Hilo High School, Hilo

## Greenville FBLA Membership Drive Enrolls 164

Mary Anne Guy, chairman of the FBLA membership committee has recently announced that the membership drive was successful. There are now 164 members, others may join second semester.

Due to the large number in this club three more typewriting committees have been appointed. Chairman of these are Jean Pitts, Helen Shaluley, Carolyn Nimmons. Members of these committees will type for teachers at GHS.

Kay Frances Adams was selected as historian for this group.

Greenville Chapter of National Office Management Association is now co-sponsor with Mrs. Rita Heape, advisor of the FBLA, for the GHS chapter of Future Business Leaders of America.—*Greenville High News*

## Kendall High Establishes Committees

The Kendall (N. Y.) Chapter was granted a charter on March 11, 1947. There are now twenty-eight members.



Members of Kendall Chapter

The chapter has three committees with each member assigned for service. The committees are: Information (gathers materials on vocations), Filing (arranges materials on a special file for use in the business department), and Bulletins (arranges vocational bulletin board displays in the department).

## State Officers Named In Ohio

When the state delegates of FBLA Chapter met recently at Bowling Green State University, Bowling Green, Ohio, the following chapters responded to roll call: Bowling Green State University, Sidney High School, Tontogany High School, Harvey (Painesville) High School, Burnham (Sylvania) High School, LaGrange High School, Mentor High School, Madison High School, and Trotwood High School. The business of the initial meeting was conducted by a temporary chairman, Robert Hoskinson. The following officers were elected for the state chapter: Marilyn Davis, Sylvania, *president*; June Barnum, Sydney, *first vice-president*; Bob Novak, Mentor, *second vice-president*; Beverley Laity, Painesville, *secretary*; Robert Hoskinson, Bowling Green State University, *treasurer*; and Carol Monger, Sidney, *reporter*. Dr. E. G. Knepper, Bowling Green State University, is the collegiate adviser and Miss Grace Otto, Burnham High School, Sylvania, is advisor to high school chapters.

The state constitution was adopted at the meeting.

## Phoenix Union High School Forms First Arizona Chapter

Thirty-seven charter members were initiated into Arizona's first chapter which is at Phoenix Union High School. Miss Georgia Hunter and Miss Edith Haner are the sponsors.

The first two meetings were given over to organization. In December the chapter had as its guest speaker, Mr. James Patrick, Personnel Director of the Valley National Bank, who spoke on "What Employers Expect of High School Graduates." He invited the members to visit the bank.

The social program for the first semester included a get-acquainted



Officers of Phoenix Union High School Chapter

party and a Christmas party.

A tour of the *Republic-Gazette* Building, the home of two newspapers, was made in January.

Officers of the chapters are: James Cassavant, *president*; Mary Ann Dwyer, *first vice-president*; Alvin Barber, *second vice-president*; Beverly Desserick, *secretary*; and Josephine Springer, *treasurer*.

## University of Tampa Forms Chapter

The creation of a job placement service is the major project of the newly organized chapter at the University of Tampa, Tampa, Florida. This club has an active membership of fifty-four students. The sponsor is Professor G. L. Roberts. Chapter officers are: Howard H. Sypher, III, *president*; William Schwartzman, *vice president*; George Timinsky, *secretary-treasurer*; and Frank Messina, *sargent at arms*.



### Tormey

(Continued from page 36)

There must be production in fairly large numbers; production that carries on from day to day. There must be practice and more practice on application of the fundamentals to create speed with accuracy, smoothness of operation and thoroughness in understanding what is being done. There are good disciplinary values in a practical learning experience based on actual clerical duties.

#### Present Situation

Now let us take a look at the present situation. The average high school business curriculum today includes a course named office practice or clerical practice. The content of these courses ranges all the way from some applied typewriting or reading in a textbook to highly specialized training in office machines. Very few of these courses include very much practical clerical work as is actually practiced in present-day business.

Employment requests rarely specify clerical training as a qualification for employment because office managers do not expect to find inexperienced but trained clerical workers. However, they do list elements of clerical work as qualifications.

There is not much question that if we train clerks, we shall hear fewer complaints from business men that we are placing the emphasis in business education in the wrong place.

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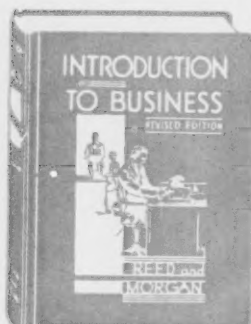
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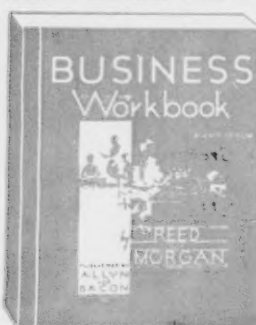
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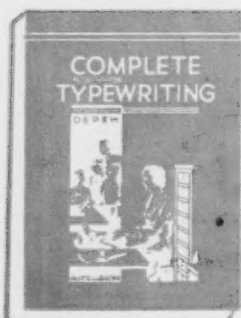
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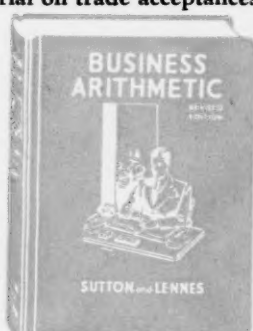
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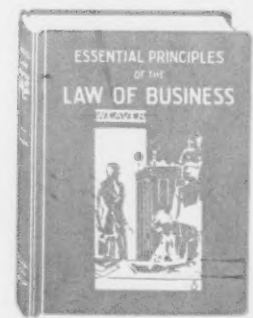
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